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ABSTRACT

This report evaluates the activities from February 1, 1994 to May 31, 1995 of the National K-12 Foreign Language Resource Center at Iowa State University. The center's purpose is to support training of elementary and secondary school foreign language teachers. Initiatives of the center focus on professional development in three areas: use of effective teaching strategies; development and interpretation of foreign language assessment; and use of new technologies. The evaluation is based on stated objectives in each of these areas. Specific activities included 4 summer institutes with 86 foreign language educators from around the United States, a project involving 20 teachers and researchers in a collaborative effort with the Center for Applied Linguistics in researching classroom foreign language assessment practices and techniques, continuation of contact with institute and workshop participants through collaborative projects, completion of an extensive annotated bibliography of foreign language assessment instruments, and teacher training in the use of electronic mail as an effective communication tool. Stated goals in each area were met. (MSE)

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# NATIONAL K-12 FOREIGN LANGUAGE RESOURCE CENTER

# EVALUATION REPORT

Prepared by
Mari Kemis
Mandi Lively

Under the Direction of
Jan Sweeney

August 1995

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Support for this report was provided in part by U.S. Department of Education Title VI-Language Resource Centers grant #P229A30005.

# National K-12 Foreign Language Resource Center
# Evaluation Report
## February 1, 1994 - May 31, 1995

The National K-12 Foreign Language Resource Center, one of six centers funded by the U.S. Department of Education, was established at Iowa State University to support K-12 foreign language education nationally. Its purpose is to support training of elementary and secondary school foreign language teachers, particularly in light of the new national standards for elementary and secondary school foreign language. Initiatives of the Center focus on professional development in three areas: the use of effective teaching strategies, development and interpretation of foreign language assessment, and the use of new technologies.

### The Evaluation Plan

Evaluation of the National K-12 Foreign Language Resource Center is based on the goals and objectives of the Center and the intended impact of the activities on its target audiences. The focus of the evaluation is on assessing the degree to which the goals are accomplished. The goals and objectives, projects, and organizational structure have been designed to reflect the Center's overall purpose of contributing to the knowledge base, skills, and resources of foreign language teachers in grades kindergarten through twelve (K-12). The evaluation considers the resources, techniques, procedures, and strategies employed to accomplish the goals and objectives. Assessments of the effectiveness and efficiency of the Center provide information by which accurate judgments can be made about the strengths and weaknesses of operations and of program impact.

The evaluation provides (1) input and feedback from the teachers participating in the Center's activities and (2) an assessment of the status of Center activities. Needs assessments, formative evaluation, and summative evaluation are components of the conceptual and operational evaluation framework. The evaluation plan includes both quantitative and

qualitative methods to describe Center initiatives and measure participant attitudes and knowledge. Data sources include documents, records, survey instruments, products (e.g., manuals, publications, videotapes, logs of e-mail use), and observations.

Formative evaluation throughout the first 16 months of Center operation has been of immediate use to those involved in administering the Center and carrying out its initiatives. Information collected through the internal evaluation of formative issues is to be included as a part of the summative evaluation activities to be completed for each funding period.

**Evaluation Plan Development**

The plan for evaluating activities of the National K-12 Foreign Language Resource Center was developed by staff at the Research Institute for Studies in Education (RISE) and was approved by the Center's steering committee on May 10, 1994 (Appendix A). The plan outlines a summary of the goals, outcomes, and benefits for each of the three initiatives proposed by the Center and the relationship of formative and summative measures to these goals, outcomes, and benefits. For each initiative, an action plan further describes each activity, a listing of appropriate evaluation measures, the parties responsible for conducting the evaluation activities, and an approximate timeline for conducting specific evaluation activities. Three groups, RISE, Center staff, and the Center for Applied Linguistics, agreed to provide evaluation data. The plan includes all activities for the proposed 30-month grant period.

The plan for evaluating activities related to the summer Institutes is based on a planning cycle (Figure 1). The planning cycle details the order of evaluation events and their relationship to each other, as well as describing the responsibilities of the Center and evaluators with regard to evaluation activities.

**Results of the Evaluation of Center Activities - February 1, 1994 - May 31, 1995**

Center activities of the first period consisted of a series of summer institutes, a two-day workshop at the Center for Applied Linguistics in Washington, D.C., and several Center-based

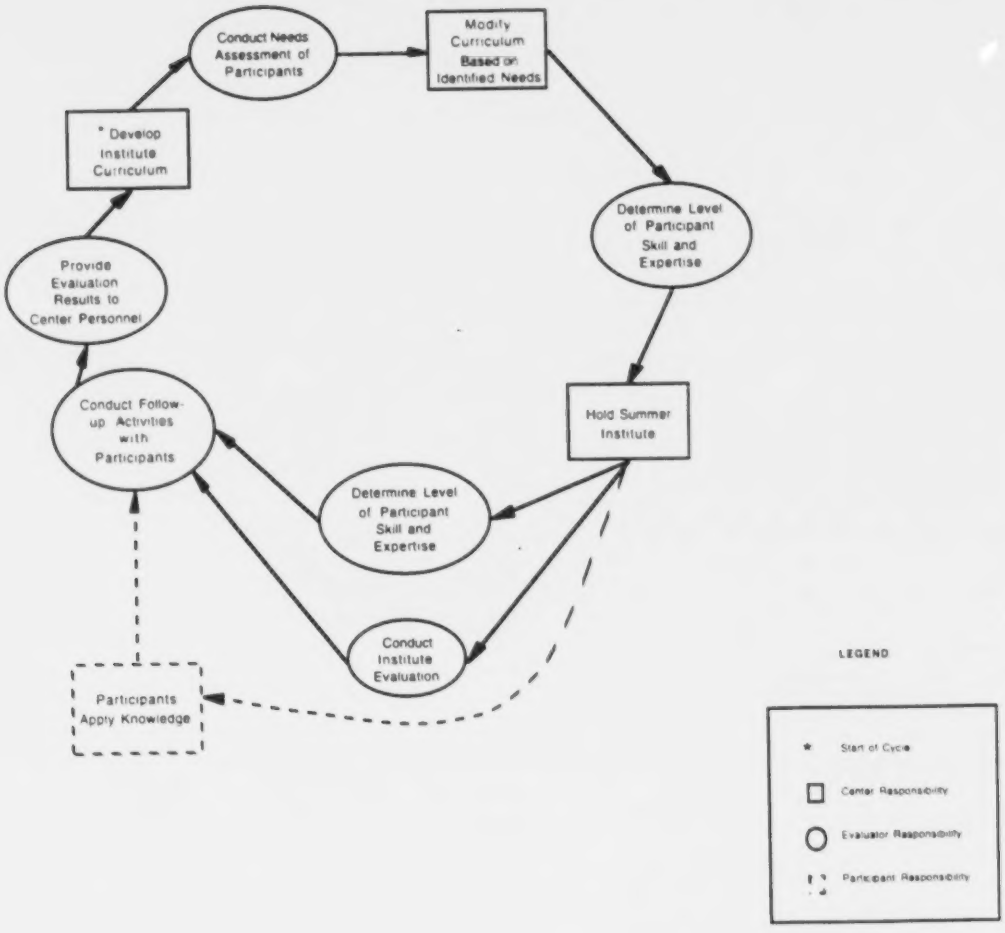


Figure 1. Planning cycle for Evaluation of Institutes Conducted by the National K-12 Language Resource Center

activities. RISE's responsibility was to evaluate the institutes, the workshop and selected Center-based activities. RISE conducted and analyzed needs assessment data, collected and analyzed evaluation data from teacher and researcher participants, and analyzed Center-provided information, according to the evaluation plan. The following sections describe the results for each of the evaluation activities, including descriptions of the methodologies and instrumentation when appropriate. A summary and discussion of the results follows.

## Evaluation of Activities Related to Initiatives I and III

The Center conducted a series of institutes during the summer of 1994. The institutes addressed two of the three initiatives, Initiative I: Training Teachers in the Use of Effective Teaching Strategies and Initiative III: Training Teachers in the Use of New Technologies.

This section begins with a discussion of the instruments used to conduct the evaluation, followed by the results of the evaluations for each institute. Copies of the instruments are included in Appendix B.

### Instruments

Three of the four institutes had an instructional focus and a common set of evaluation instruments: needs assessment, content understanding, and overall evaluation. The fourth institute, Curriculum, focused on critical analysis and strategy development rather than instruction. In that case, participants responded to open-ended questions about outcomes and strategies rather than the needs assessment and content understanding instruments. Curriculum Institute participants also completed an overall evaluation.

Needs Assessment. Prior to each institute, participants were asked to complete a needs assessment that asked them to rate their level of previous experience with the topics that were to be covered in the Institute. The four categories provided to characterize their experience included: 1 = This will be basically new information, or a thorough review would be welcome; 2 = I have some experience with the topic but do not feel entirely competent in the area; 3 = I have considerable experience with this topic and feel well informed; 4 = I could assist in the presentation of this topic by providing information and examples. The results of the needs assessment were used in modifying institute topics and activities.

Content Understanding. To assess the impact of the institute on content knowledge, participants were asked to describe their understanding of the topic areas before and after the institute. The categories used to describe their perceived level of understanding included: 1 = no understanding; 2 = understand basic concepts and techniques; 3 = understand basic concepts and techniques and feel comfortable experimenting with their application; and 4 = am quite

comfortable with applying the concepts and techniques presented. When appropriate, participants indicated that a topic was not covered in the Institute on the "after" portion of the survey.

Evaluation. Participants were also asked to complete a short survey designed to evaluate the institute in general. A 5 point Likert-type scale (1=poor to 5=excellent) was used to evaluate approximately 10 aspects of the institute, such as clarity of the objectives, effective use of time, and effectiveness of the institute leaders. In addition, participants were given the opportunity to provide written comments regarding their impressions of the Institutes through three open-ended questions: Which aspects of the Institute did you find to be most useful and why? What suggestions do you have to improve the Institute? Other comments.

Outcomes and Strategies. Participants in the Curriculum Institute responded to two open-ended questions: What do you perceive as the major outcomes of the Institute? What steps should the Center take with regard to foreign language curriculum?

Follow-up. At the end of the academic year, participants from each of the institutes were asked to complete a survey prepared by RISE staff. Respondents were asked to describe the amount of communication with Center staff, institute leaders, and other participants and express their opinions about Center and Institute leader support. Several open-ended questions asked them to describe (1) how they have changed their teaching as a result of the past year's experiences with the National K-12 Foreign Language Resource Center and (2) formal and informal information sharing and presentations given since the Institute. The respondents could choose to answer the survey through e-mail, postal mail, or fax. Of the 58 respondents, 45% answered via e-mail.

*Initiative I: Use of Effective Teaching Strategies*
*Teacher Educator Partnership Institute*

**Introduction**

The Teacher Educator Partnership Institute was designed to address the first of the Center's initiatives: training teachers in the use of effective teaching strategies. The goal of the Institute was to provide a professional development opportunity in effective teaching strategies for K-12 foreign language teacher educators who serve as methods professors at institutions of higher education. Special consideration was given to providing training and classroom experiences at the K-6 level because most teacher educators do not have direct experience at those levels. A unique feature of the Institute was the formation of partnerships between teacher educators and practicing teachers for collaboration on a project during the coming year.

**Description of Participants**

Twenty-two participants attended the summer workshop of the Teacher Partnership Institute. All but one of the participants were female. Nine of the participants were teacher educators. Eleven of the 13 teacher practitioners were elementary school foreign language teachers.

Teacher practitioners had an average of 7.7 years experience teaching grades K-6. Six taught Spanish, three taught Spanish and French, two taught Japanese, one taught French, and one taught Spanish and Latin. Six of the teacher educators taught post-secondary Spanish, one taught Japanese, and two taught Spanish and Japanese.

**Needs Assessment**

Table 1 presents the results of the needs assessment for all participants, as well as disaggregated results for teacher educator and teacher participant. Participants as a whole felt that they had considerable experience and/or could assist facilitators in developing language skills in listening, speaking, reading, writing, and interactive writing. They had the

**Table 1. Needs Assessment for the 1994 Teacher Educator Partnership Institute - Frequency of Responses**

| | All Participants | | | | | Teacher Educators | | | | | Teacher Practitioners | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *Significant difference between teacher educators and teacher practitioners* |
| History and rationale for elementary and school foreign language programs | 1 | 13 | 8 | 0 | 22 | 1 | 5 | 3 | 0 | 9 | 0 | 8 | 5 | 0 | 13 | |
| Program models: Emphasis on FLES and Immersion | 2 | 9 | 8 | 2 | 21 | 0 | 6 | 2 | 0 | 8 | 2 | 3 | 6 | 2 | 13 | |
| Program planning | 4 | 10 | 6 | 2 | 22 | 4 | 5 | 0 | 0 | 9 | 0 | 5 | 6 | 2 | 13 | * |
| Program evaluation | 6 | 9 | 6 | 1 | 22 | 4 | 4 | 1 | 0 | 9 | 2 | 5 | 5 | 1 | 13 | |
| Articulation | 4 | 10 | 5 | 3 | 22 | 2 | 5 | 2 | 0 | 9 | 2 | 5 | 3 | 3 | 13 | |
| Second language acquisition | 0 | 6 | 15 | 1 | 22 | 0 | 2 | 7 | 0 | 9 | 0 | 4 | 8 | 1 | 13 | |
| Child development theory: Piaget | 6 | 11 | 5 | 0 | 22 | 3 | 6 | 0 | 0 | 9 | 3 | 5 | 5 | 0 | 13 | |
| Child development theory: Kieran Egan | 15 | 7 | 0 | 0 | 22 | 6 | 3 | 0 | 0 | 9 | 9 | 4 | 0 | 0 | 13 | |
| Child development theory: information processing perspectives | 10 | 10 | 1 | 0 | 21 | 5 | 2 | 1 | 0 | 8 | 5 | 8 | 0 | 0 | 13 | |

**Table 1 (con't)**

| | All Participants | | | | | Teacher Educators | | | | | Teacher Practitioners | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *Significant difference between teacher educators and teacher practitioners* |
| Developing listening skills | 0 | 4 | 17 | 1 | 22 | 0 | 1 | 7 | 1 | 9 | 0 | 3 | 10 | 0 | 13 | |
| Developing speaking skills | 0 | 4 | 15 | 3 | 22 | 0 | 1 | 6 | 2 | 9 | 0 | 3 | 9 | 1 | 13 | |
| Developing reading skills | 0 | 6 | 16 | 0 | 22 | 0 | 2 | 7 | 0 | 9 | 0 | 4 | 9 | 0 | 13 | |
| Developing writing skills | 0 | 5 | 17 | 0 | 22 | 0 | 1 | 8 | 0 | 9 | 0 | 4 | 9 | 0 | 13 | |
| Developing interactive writing skills: dialogue journals | 7 | 4 | 9 | 2 | 22 | 3 | 2 | 4 | 0 | 9 | 4 | 2 | 5 | 2 | 13 | |
| Integrating with the elementary school curriculum/subject content instruction | 8 | 6 | 4 | 3 | 21 | 5 | 3 | 0 | 0 | 8 | 3 | 3 | 4 | 3 | 13 | * |
| Teaching culture and global education | 3 | 7 | 10 | 2 | 22 | 2 | 3 | 4 | 0 | 9 | 1 | 4 | 6 | 2 | 13 | |
| Principles and processes for curriculum development | 4 | 8 | 8 | 0 | 20 | 2 | 3 | 2 | 0 | 7 | 2 | 5 | 6 | 0 | 13 | |
| Issues and strategies in assessment and grading | 2 | 10 | 8 | 2 | 22 | 1 | 3 | 4 | 1 | 9 | 1 | 7 | 4 | 1 | 13 | |
| Uses of technology for teachers and students | 7 | 12 | 1 | 2 | 22 | 1 | 7 | 1 | 0 | 9 | 6 | 5 | 0 | 2 | 13 | |

**Table 1 (con't)**

| | All Participants | | | | | Teacher Educators | | | | | Teacher Practitioners | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* | *Significant difference between teacher educators and teacher practitioners* |
| Activities and games | 1 | 10 | 8 | 3 | 22 | 1 | 6 | 2 | 0 | 9 | 0 | 4 | 6 | 3 | 13 | * |
| Use of music and songs | 1 | 10 | 9 | 2 | 22 | 1 | 6 | 2 | 0 | 9 | 0 | 4 | 7 | 2 | 13 | * |
| Rhymes and chants | 2 | 14 | 4 | 2 | 22 | 2 | 7 | 0 | 0 | 9 | 0 | 7 | 4 | 2 | 13 | * |
| Using community resources | 7 | 7 | 7 | 1 | 22 | 4 | 4 | 1 | 0 | 9 | 3 | 3 | 6 | 1 | 13 | |
| Partner and small group work | 0 | 8 | 10 | 4 | 22 | 0 | 3 | 4 | 2 | 9 | 0 | 5 | 6 | 2 | 13 | |
| Learning centers | 6 | 9 | 5 | 2 | 22 | 2 | 7 | 0 | 0 | 9 | 4 | 2 | 5 | 2 | 13 | |
| Program publicity and public relations | 7 | 8 | 3 | 2 | 20 | 2 | 4 | 1 | 0 | 7 | 5 | 4 | 2 | 2 | 13 | |
| Working with parents and parent groups | 11 | 3 | 6 | 2 | 22 | 6 | 2 | 1 | 0 | 9 | 5 | 1 | 5 | 2 | 13 | |
| Working with administrators, classroom teachers, and other subject specialists | 5 | 8 | 7 | 2 | 22 | 3 | 6 | 0 | 0 | 9 | 2 | 2 | 7 | 2 | 13 | * |

* Teacher practitioners report significantly more experience than do teacher educators ($p<.05$)

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples

least experience with theories of child development and uses of technology for teachers and students.

Teacher practitioners and teacher educators differed on the level of experience reported for the topics that were to be covered in the Institute. In general, teacher practitioners reported greater experience in all of the topic areas. These differences were statistically significant ($p<.05$) in the following areas: program planning; integrating foreign language with the elementary school curriculum/subject content instruction; activities and games; use of music and songs; rhymes and chants; and working with administrators, classroom teachers, and other subject specialists.

All participants were asked to indicate those areas or topics they felt should receive special emphasis during the Institute. There was considerable variation in the responses and the items marked to receive special emphasis were not necessarily the areas of least experience. The topic selected most frequently (by 7 of 21 participants) was integrating the foreign language with elementary school curriculum/subject content instruction. The topic marked most frequently by teacher practitioners was articulation. Over half of the nine teacher educators selected integration (6 participants) and specific strategies for the classroom (5 participants). Teaching culture and global education, and principles and processes for curriculum development were each selected by three participants.

**Content Understanding**

In general, participants believed that they had a better understanding of all of the topics following the Institute (Table 2). For all topics, participant ratings of understanding after the Institute were significantly higher ($p<.05$) than their ratings before the Institute.

There were some differences between the teacher educators (Table 3) and teacher practitioners (Table 4) on self-reported understanding before the Institute. Again, the ratings for teacher practitioners tended to be higher than those of teacher educators. These differences were statistically significant ($p<.05$) for the following topics: history and rationale for elementary and school foreign language programs; program models; program planning; child

**Table 2. Perceptions of Participant Understanding Before and After the 1994 Teacher Educator Partnership Institute - Frequency of Responses (all participants)**

| | Pre-Institute | | | | | Post-Institute | | | | | | Significant pre- and post-institute differences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | |
| History and rationale for elementary and school foreign language programs | 0 | 8 | 6 | 8 | 22 | 0 | 1 | 4 | 16 | 1 | 22 | * |
| Program models: Emphasis on FLES and Immersion | 2 | 9 | 6 | 5 | 22 | 0 | 1 | 5 | 16 | 0 | 22 | * |
| Program planning | 4 | 9 | 4 | 5 | 22 | 0 | 2 | 9 | 10 | 0 | 21 | * |
| Program evaluation | 6 | 11 | 3 | 2 | 22 | 0 | 1 | 14 | 7 | 0 | 22 | * |
| Articulation | 3 | 5 | 11 | 3 | 22 | 1 | 2 | 8 | 7 | 4 | 22 | * |
| Second language acquisition | 0 | 3 | 9 | 10 | 22 | 0 | 0 | 3 | 17 | 2 | 22 | * |
| Child development theories (i.e., Piaget, Kieran Egan, information-processing perspectives) | 4 | 11 | 7 | 0 | 22 | 0 | 0 | 10 | 11 | 0 | 21 | * |
| Developing listening skills | 0 | 4 | 6 | 11 | 21 | 0 | 0 | 2 | 19 | 0 | 21 | * |
| Developing speaking skills | 0 | 4 | 8 | 9 | 21 | 0 | 0 | 4 | 18 | 0 | 22 | * |
| Developing reading skills | 1 | 4 | 8 | 8 | 21 | 0 | 0 | 5 | 17 | 0 | 22 | * |

**Table 2 (con't)**

| | Pre-Institute | | | | | Post-Institute | | | | | | Significant pre- and post-institute differences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | |
| Developing writing skills | 0 | 6 | 7 | 8 | 21 | 0 | 0 | 6 | 16 | 0 | 22 | * |
| Developing interactive writing skills: dialogue journals | 5 | 5 | 4 | 6 | 20 | 0 | 1 | 6 | 13 | 0 | 20 | * |
| Integrating with the elementary school curriculum/subject content instruction | 4 | 8 | 5 | 5 | 22 | 0 | 1 | 7 | 13 | 1 | 22 | * |
| Teaching culture and global education | 1 | 6 | 10 | 5 | 22 | 0 | 0 | 7 | 14 | 1 | 22 | * |
| Principles and processes for curriculum development | 0 | 9 | 8 | 5 | 22 | 0 | 0 | 12 | 9 | 1 | 22 | * |
| Issues and strategies in assessment and grading | 2 | 13 | 5 | 2 | 22 | 0 | 0 | 8 | 14 | 0 | 22 | * |
| Uses of technology for teachers and students | 4 | 12 | 6 | 0 | 22 | 0 | 0 | 14 | 7 | 0 | 21 | * |
| Activities and games | 0 | 5 | 7 | 10 | 22 | 0 | 0 | 2 | 20 | 0 | 22 | * |
| Use of music and songs | 0 | 5 | 9 | 8 | 22 | 0 | 0 | 7 | 15 | 0 | 22 | * |

**Table 2 (con't)**

| | Pre-Institute | | | | | Post-Institute | | | | | | Significant pre- and post-institute differences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | |
| Rhymes and chants | 1 | 7 | 7 | 7 | 22 | 0 | 0 | 10 | 12 | 0 | 22 | * |
| Using community resources | 1 | 7 | 6 | 7 | 21 | 0 | 1 | 8 | 7 | 5 | 21 | * |
| Partner and small group work | 0 | 3 | 9 | 9 | 21 | 0 | 0 | 8 | 13 | 1 | 22 | * |
| Learning centers | 1 | 10 | 5 | 4 | 20 | 0 | 5 | 4 | 5 | 8 | 22 | * |
| Program publicity and public relations | 0 | 13 | 3 | 4 | 20 | 0 | 3 | 10 | 5 | 4 | 22 | * |
| Working with parents and parent groups | 2 | 8 | 6 | 4 | 20 | 0 | 4 | 8 | 7 | 3 | 22 | * |
| Working with administrators, classroom teachers, and other subject specialists | 2 | 7 | 3 | 10 | 22 | 0 | 2 | 6 | 12 | 2 | 22 | * |

* Post-institute ratings significantly higher than pre-institute ratings ($p < .05$).

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples



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**Table 3. Perceptions of Participant Understanding Before and After the 1994 Teacher Educator Partnership Institute - Frequency of Responses (teacher educators)**

| | Pre-Institute | | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* |
| History and rationale for elementary and school foreign language programs | 0 | 5 | 4 | 0 | 9 | * | 0 | 1 | 3 | 5 | 0 | 9 | * |
| Program models: Emphasis on FLES and Immersion | 2 | 5 | 1 | 1 | 9 | * | 0 | 1 | 2 | 6 | 0 | 9 | |
| Program planning | 4 | 4 | 1 | 0 | 9 | * | 0 | 2 | 6 | 1 | 0 | 9 | * |
| Program evaluation | 4 | 4 | 1 | 0 | 9 | | 0 | 1 | 7 | 1 | 0 | 9 | |
| Articulation | 3 | 1 | 4 | 1 | 9 | | 1 | 1 | 3 | 2 | 2 | 9 | |
| Second language acquisition | 0 | 2 | 3 | 4 | 9 | | 0 | 0 | 3 | 6 | 0 | 9 | * |
| Child development theories (i.e., Piaget, Kieran Egan, information-processing perspectives) | 3 | 5 | 1 | 0 | 9 | * | 0 | 0 | 4 | 5 | 0 | 9 | |
| Developing listening skills | 0 | 2 | 2 | 4 | 8 | | 0 | 0 | 2 | 7 | 0 | 9 | |
| Developing speaking skills | 0 | 2 | 3 | 3 | 8 | | 0 | 0 | 2 | 7 | 0 | 9 | |
| Developing reading skills | 0 | 2 | 4 | 2 | 8 | | 0 | 0 | 2 | 7 | 0 | 9 | |

**Table 3 (con't)**

| | Pre-Institute | | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* |
| Developing writing skills | 0 | 2 | 3 | 3 | 8 | | 0 | 0 | 3 | 6 | 0 | 9 | |
| Developing interactive writing skills: dialogue journals | 1 | 2 | 4 | 1 | 8 | | 0 | 0 | 1 | 6 | 0 | 7 | |
| Integrating with the elementary school curriculum/subject content instruction | 3 | 6 | 0 | 0 | 9 | * | 0 | 1 | 4 | 4 | 0 | 9 | |
| Teaching culture and global education | 0 | 3 | 6 | 0 | 9 | | 0 | 0 | 3 | 6 | 0 | 9 | |
| Principles and processes for curriculum development | 0 | 4 | 5 | 0 | 9 | | 0 | 0 | 5 | 4 | 0 | 9 | |
| Issues and strategies in assessment and grading | 0 | 6 | 3 | 0 | 9 | | 0 | 0 | 3 | 6 | 0 | 9 | |
| Uses of technology for teachers and students | 1 | 6 | 2 | 0 | 9 | | 0 | 0 | 5 | 3 | 0 | 8 | |
| Activities and games | 0 | 4 | 3 | 2 | 9 | * | 0 | 0 | 2 | 7 | 0 | 9 | |
| Use of music and songs | 0 | 5 | 3 | 1 | 9 | * | 0 | 0 | 5 | 4 | 0 | 9 | |

**Table 3 (con't)**

| | Pre-Institute | | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* |
| Rhymes and chants | 1 | 5 | 2 | 1 | 9 | * | 0 | 0 | 6 | 3 | 0 | 9 | |
| Using community resources | 1 | 4 | 1 | 2 | 8 | | 0 | 1 | 3 | 3 | 2 | 9 | |
| Partner and small group work | 0 | 1 | 4 | 4 | 9 | | 0 | 0 | 3 | 6 | 0 | 9 | |
| Learning centers | 0 | 5 | 4 | 0 | 9 | | 0 | 1 | 4 | 2 | 2 | 9 | |
| Program publicity and public relations | 0 | 6 | 1 | 1 | 8 | | 0 | 2 | 4 | 2 | 1 | 9 | |
| Working with parents and parent groups | 2 | 4 | 2 | 0 | 8 | * | 0 | 2 | 4 | 2 | 1 | 9 | |
| Working with administrators, classroom teachers, and other subject specialists | 2 | 6 | 0 | 1 | 9 | * | 0 | 2 | 4 | 3 | 0 | 9 | * |

* Teacher educators ratings significantly lower than teacher practitioners ($p < .05$)

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples

**Table 4. Perceptions of Participant Understanding Before and After the 1994 Teacher Educator Partnership Institute - Frequency of Responses (teacher practitioners)**

| | Pre-Institute | | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* |
| History and rationale for elementary and school foreign language programs | 0 | 3 | 2 | 8 | 13 | * | 0 | 0 | 1 | 11 | 1 | 13 | * |
| Program models: Emphasis on FLES and Immersion | 0 | 4 | 5 | 4 | 13 | * | 0 | 0 | 3 | 10 | 0 | 13 | |
| Program planning | 0 | 5 | 3 | 5 | 13 | * | 0 | 0 | 3 | 9 | 0 | 12 | * |
| Program evaluation | 2 | 7 | 2 | 2 | 13 | | 0 | 0 | 7 | 6 | 0 | 13 | |
| Articulation | 0 | 4 | 7 | 2 | 13 | | 0 | 1 | 5 | 5 | 2 | 13 | |
| Second language acquisition | 0 | 1 | 6 | 6 | 13 | | 0 | 0 | 0 | 11 | 2 | 13 | * |
| Child development theories (i.e., Piaget, Kieran Egan, information-processing perspectives) | 1 | 6 | 6 | 0 | 13 | * | 0 | 0 | 6 | 6 | 0 | 12 | |
| Developing listening skills | 0 | 2 | 4 | 7 | 13 | | 0 | 0 | 0 | 12 | 0 | 12 | |
| Developing speaking skills | 0 | 2 | 5 | 6 | 13 | | 0 | 0 | 2 | 11 | 0 | 13 | |
| Developing reading skills | 1 | 2 | 4 | 6 | 13 | | 0 | 0 | 3 | 10 | 0 | 13 | |

**Table 4 (con't)**

| | Pre-Institute | | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* |
| Developing writing skills | 0 | 4 | 4 | 5 | 13 | | 0 | 0 | 3 | 10 | 0 | 13 | |
| Developing interactive writing skills: dialogue journals | 4 | 3 | 0 | 5 | 12 | | 0 | 1 | 5 | 7 | 0 | 13 | |
| Integrating with the elementary school curriculum/subject content instruction | 1 | 2 | 5 | 5 | 13 | * | 0 | 0 | 3 | 9 | 1 | 13 | |
| Teaching culture and global education | 1 | 3 | 4 | 5 | 13 | | 0 | 0 | 4 | 8 | 1 | 13 | |
| Principles and processes for curriculum development | 0 | 5 | 3 | 5 | 13 | | 0 | 0 | 7 | 5 | 1 | 13 | |
| Issues and strategies in assessment and grading | 2 | 7 | 2 | 2 | 13 | | 0 | 0 | 5 | 8 | 0 | 13 | |
| Uses of technology for teachers and students | 3 | 6 | 4 | 0 | 13 | | 0 | 0 | 9 | 4 | 0 | 13 | |
| Activities and games | 0 | 1 | 4 | 8 | 13 | * | 0 | 0 | 0 | 13 | 0 | 13 | |
| Use of music and songs | 0 | 0 | 6 | 7 | 13 | * | 0 | 0 | 2 | 11 | 0 | 13 | |

**Table 4 (con't)**

| | Pre-Institute | | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant differences between teacher educators and teacher practitioners* |
| Rhymes and chants | 0 | 2 | 5 | 6 | 13 | * | 0 | 0 | 4 | 9 | 0 | 13 | |
| Using community resources | 0 | 3 | 5 | 5 | 13 | | 0 | 0 | 5 | 4 | 3 | 12 | |
| Partner and small group work | 0 | 2 | 5 | 5 | 12 | | 0 | 0 | 5 | 7 | 1 | 13 | |
| Learning centers | 1 | 5 | 1 | 4 | 11 | | 0 | 4 | 0 | 3 | 6 | 13 | |
| Program publicity and public relations | 0 | 7 | 2 | 3 | 12 | | 0 | 1 | 6 | 3 | 3 | 13 | |
| Working with parents and parent groups | 0 | 4 | 4 | 4 | 12 | * | 0 | 2 | 4 | 5 | 2 | 13 | |
| Working with administrators, classroom teachers, and other subject specialists | 0 | 1 | 3 | 9 | 13 | * | 0 | 0 | 2 | 9 | 2 | 13 | * |

* Teacher educators ratings significantly lower than teacher practitioners ($p < .05$)

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples

development theories; integrating foreign language with elementary school curriculum/subject content instruction; activities and games; use of music and songs; rhymes and chants; working with parents and parent groups; and working with administrators, classroom teachers, and other subject specialists.

After the Institute, differences between teacher practitioners and teacher educators remained on the following three topics: history and rationale; program planning; and working with administrators, classroom teachers, and other subject specialists. There was an additional post-institute difference between teacher practitioners and teacher educators in the area of second language acquisition. Again, the ratings for teacher practitioners were higher than those of the teacher educators.

**Institute Evaluation**

Evaluation ratings indicate that the participants were generally pleased with the Institute (Table 5). Averages ranged from 3.41 (electronic mail training) to 4.86 (applicability of information) on a 5-point scale.

Participant comments provide additional information about the most useful aspects of the Institute. Over half of the respondents indicated that providing opportunities to interact with Institute leaders and other participants was very beneficial. Many also mentioned gaining a better perspective of current practice in foreign language education as well as new ideas for their own classrooms. Several commented specifically on the value of leaders modeling teaching methods discussed during the Institute.

Suggestions for improving the Institute often included allowing more time for interaction among participants. Several commented on the intensity of the Institute, but could not identify topics or activities that were of little value that could be eliminated. A few suggested improving the e-mail training, perhaps by pairing more experienced participants with those less experienced. Overall, many of the general comments expressed feelings similar to one participant who said, "I found this to be a very valuable experience . . . I will change the way I do some things."

**Table 5. 1994 Teacher Educator Partnership Evaluation - Frequency of Responses**

| | *1 - Poor* | *2 - Below average* | *3 - Average* | *4 - Above average* | *5 - Excellent* | *Mean* | *S.D.* | *N* |
|---|---|---|---|---|---|---|---|---|
| Clarity of institute objectives | 0 | 1 | 8 | 6 | 7 | 3.86 | 0.94 | 22 |
| Organization of the institute | 0 | 0 | 4 | 6 | 12 | 4.36 | 0.79 | 22 |
| Effective use of time | 0 | 0 | 6 | 7 | 9 | 4.14 | 0.83 | 22 |
| Applicability of information | 0 | 0 | 1 | 1 | 20 | 4.86 | 0.47 | 22 |
| Electronic mail training | 1 | 0 | 13 | 5 | 3 | 3.41 | 0.91 | 22 |
| Technology information | 0 | 2 | 4 | 7 | 9 | 4.05 | 1.00 | 22 |
| Effectiveness of the institute leader(s) | 0 | 0 | 2 | 6 | 14 | 4.55 | 0.67 | 22 |
| Overall rating of the institute | 0 | 0 | 2 | 5 | 14 | 4.57 | 0.68 | 21 |

**Follow-up**

Twenty-two participants were surveyed at the end of the 1994-95 academic year to obtain follow-up information about their institute-related activities during the school year. Sixteen responded (73% return rate).

The majority of the respondents from the Teacher Educator Partnership Institute agreed that the amount of their communication with Center staff, Institute leaders, and other participants was about right (Table 6).

**Table 6. Amount of Communication by Participants of the 1994 Teacher Educator Partnership Institute - Frequency of Responses**

| | Too little | About right | Too much |
|---|---|---|---|
| with Center staff | 1 | 15 | 0 |
| with Institute leaders | 1 | 15 | 0 |
| with other participants | 6 | 10 | 0 |

Almost all of the respondents agreed that communication with Center staff, Institute leaders, and other participants was useful. In addition, the majority agreed that the Center has been a valuable source of materials and information and has been supportive of projects and that Institute leaders have been supportive of teaching efforts and projects. All respondents agreed that the skills and information gained from the Institute have been useful, and all but four agreed that their project has been useful. See Table 7 for detailed frequency information.

Participants of the Teacher Educator Partnership Institute attributed several changes to their participation in the Institute. While some teachers indicated that they had not had time to implement any ideas, most of the participants commented that they had incorporated several of the strategies they had seen modeled at the Institute into their own classrooms. Some specific examples included the use of "language signing" and using "thematic units."

**Table 7. Follow-up Perceptions of Participants for the 1994 Teacher Educator Partnership Institute - Frequency of Responses**

| | 1 - Strongly disagree | 2 - Disagree | 3 - Somewhat disagree | 4 - Somewhat agree | 5 - Agree | 6 - Strongly agree | n agree or strongly agree | n of responses |
|---|---|---|---|---|---|---|---|---|
| My communication with Center staff was useful. | 0 | 0 | 0 | 2 | 8 | 6 | 14 | 16 |
| My communication with Institute leader(s) was useful. | 0 | 0 | 0 | 1 | 7 | 8 | 15 | 16 |
| My communication with other participants was useful. | 0 | 0 | 0 | 2 | 7 | 7 | 14 | 16 |
| The Center has been a valuable source of materials and information throughout the school year. | 0 | 2 | 1 | 4 | 4 | 5 | 9 | 16 |
| Institute leader(s) have been supportive of my teaching efforts throughout the school year. | 0 | 2 | 0 | 2 | 6 | 4 | 10 | 14 |
| Center staff has been supportive of my project throughout the school year. | 0 | 1 | 1 | 1 | 8 | 5 | 13 | 16 |
| Institute leaders have been supportive of my project throughout the school year. | 0 | 0 | 2 | 0 | 9 | 5 | 14 | 16 |
| The skills and information I gained from the institute have been useful to me professionally. | 0 | 0 | 0 | 2 | 2 | 12 | 14 | 16 |
| My institute project has been useful to me professionally. | 2 | 2 | 0 | 6 | 4 | 2 | 6 | 16 |

A number of these teachers commented that they now felt more comfortable with computers and technology, especially with e-mail. Several indicated that they were now "looking for opportunities to incorporate the technology."

Overall the respondents felt that one of the biggest gains was networking with other teachers. The Institute created opportunities to make contacts that they had maintained after it ended. As one participant put it, "I have been able to network with teachers around the nation. I am now able to discuss my work and ideas with others in similar situations."

Ten respondents indicated that they had given a total of 36 presentations, demonstrations, or workshops related to the institute; the presentations were attended by approximately 775 other high school teachers, university professors, student teachers, and other colleagues at state and national conferences. The presentations covered a wide range of topics, including e-mail, articulation and proficiency, strategies for teaching reading and vocabulary, storytelling, and music.

In addition to formal presentations, most indicated that they had shared information about the Institute informally. As one participant commented, "I talk about it all the time." Participants indicated that most sharing was done through "word of mouth;" a few also communicated through e-mail and newsletters.

Additional comments about the Institute indicated that the support from Institute staff and the opportunity to network were the most appreciated aspects. They recommended that funding for the Institute be continued and expressed the desire to involve more people.

### *Initiative I: Use of Effective Teaching Strategies*
### *Curriculum Institute*

**Introduction**

The purpose of the Curriculum Institute was to engage experienced practicing foreign language educators in the critical analysis of traditional curricula for foreign languages and to develop new strategies and frameworks for the emerging long sequences of language study.

**Description of Participants**

There were 24 participants in the Institute. All were from K-12 institutions; all but two were from public schools. Over half of the participants reported holding district level positions such as director or chair of the foreign language department. At the same time, 17 of the 24 respondents listed "teacher" as their position title. Six of the participants indicated that they were elementary teachers.

Participants reported K-12 teaching experience ranging from 3 to 42 years, with an average of 17.8 years. One third of the respondents (8) taught more than one language, eight listed Spanish as their major second language, and seven reported teaching French. Participants also reported teaching Chinese and Russian.

**Outcomes and Strategies**

Three themes emerged from responses to the question: What do you perceive as the major outcomes of the Institute? By far the most frequent recommendation made was for the Center to disseminate the information put together at the Institute (15 of 23 participants). Many suggested strategies for dissemination of information, such as publishing the materials and having the participants distribute the information in the states in their areas. The second most frequently mentioned outcome was the specific products that were started and/or completed during the Institute, especially the Guiding Assumptions document. The third theme reflected appreciation for the training and experience and a commitment to share their experiences with others.

**Institute Evaluation**

All but one of the participants completed the eight item evaluation form (Table 8). Average responses ranged from 4.00 (clarity of Institute objectives) to 5.00 (effectiveness of the Institute leader(s)).

Two themes were prominent in the comments about what participants liked best about the Institute. The first was the opportunity to interact with a diverse group of educators. As one participant stated: "The opportunity to interact with educators from across the country. It

**Table 8. 1994 Curriculum Institute Evaluation - Frequency of Responses**

| | *1 - Poor* | *2 - Below average* | *3 - Average* | *4 - Above average* | *5 - Excellent* | *Mean* | *S.D.* | *N* |
|---|---|---|---|---|---|---|---|---|
| Clarity of institute objectives | 0 | 1 | 6 | 9 | 8 | 4.00 | 0.88 | 24 |
| Organization of the institute | 0 | 0 | 2 | 7 | 15 | 4.54 | 0.66 | 24 |
| Effective use of the group process used in the institute | 0 | 0 | 1 | 5 | 18 | 4.71 | 0.55 | 24 |
| Effective use of time | 0 | 1 | 4 | 9 | 10 | 4.17 | 0.87 | 24 |
| Applicability of information | 0 | 0 | 0 | 6 | 18 | 4.75 | 0.44 | 24 |
| Applicability of the readings | 0 | 0 | 1 | 5 | 18 | 4.71 | 0.55 | 24 |
| Usefulness of the curriculum resources provided | 0 | 0 | 1 | 3 | 20 | 4.71 | 0.51 | 24 |
| Electronic mail training | 0 | 1 | 4 | 6 | 13 | 4.25 | 0.91 | 24 |
| Effectiveness of the institute leader(s) | 0 | 0 | 0 | 0 | 24 | 5.00 | 0.00 | 24 |
| Overall rating of the institute | 0 | 0 | 0 | 4 | 20 | 4.83 | 0.38 | 24 |

has been exciting and motivating. We need more opportunities like this one to share, to learn, to network." The other theme focused on the quality of the Institute's facilitators. Various strengths cited included their knowledge, skill, organization, and flexibility.

To improve the Institute, some participants suggested less time be spent on introductions and team-building activities to maximize time devoted to the projects. Others wanted more time to interact with other participants. Still others suggested ways to lengthen the Institute, including making provisions for this group of participants to return next summer. The only other dominant theme was the recommendation that the information distributed to participants be more specific, particularly with regard to the e-mail project.

**Follow-up**

Twenty-four participants were sent surveys at the end of the 1994-95 academic year to obtain follow-up information about their institute-related activities during the school year. Fourteen responded (58% return rate).

The majority of the respondents from the Curriculum Institute agreed that the amount of their communication with Center staff, Institute leaders, and other participants was about right (Table 9). As shown in Table 10, the majority of respondents agreed that communication with Center staff, Institute leaders, and other participants was useful. Half or more agreed that the Center has been a valuable source of materials and information and has been supportive of projects and that Institute leaders have been supportive of teaching efforts and

**Table 9. Amount of Communication by Participants of the 1994 Curriculum Institute - Frequency of Responses**

| | Too little | About right | Too much |
|---|---|---|---|
| with Center staff | 2 | 12 | 0 |
| with Institute leaders | 3 | 11 | 0 |
| with other participants | 4 | 10 | 0 |

**Table 10. Follow-up Perceptions of Participants for the 1994 Curriculum Institute - Frequency of Responses**

| | *1 - Strongly disagree* | *2 - Disagree* | *3 - Somewhat disagree* | *4 - Somewhat agree* | *5 - Agree* | *6 - Strongly agree* | *n agree or strongly agree* | *# of responses* |
|---|---|---|---|---|---|---|---|---|
| My communication with Center staff was useful. | 0 | 0 | 0 | 2 | 5 | 7 | 12 | 14 |
| My communication with Institute leader(s) was useful. | 0 | 0 | 0 | 2 | 5 | 7 | 12 | 14 |
| My communication with other participants was useful. | 1 | 0 | 0 | 1 | 4 | 8 | 12 | 14 |
| The Center has been a valuable source of materials and information throughout the school year. | 1 | 1 | 1 | 4 | 3 | 4 | 7 | 14 |
| Institute leader(s) have been supportive of my teaching efforts throughout the school year. | 2 | 1 | 0 | 3 | 1 | 7 | 8 | 14 |
| Center staff has been supportive of my project throughout the school year. | 0 | 1 | 1 | 2 | 3 | 7 | 10 | 14 |
| Institute leaders have been supportive of my project throughout the school year. | 0 | 1 | 1 | 3 | 2 | 7 | 9 | 14 |
| The skills and information I gained from the institute have been useful to me professionally. | 0 | 0 | 1 | 0 | 4 | 9 | 13 | 14 |
| My institute project has been useful to me professionally. | 0 | 0 | 0 | 4 | 4 | 6 | 10 | 14 |

projects. Most respondents agreed that the skills and information gained from the Institute have been useful and that their project has been useful to them professionally.

The following comment from one of the Curriculum Institute participants is illustrative of the feedback gathered regarding the impact of this institute, "This institute provided food for thought, expertise, and resources which fueled our work."

A number of participants indicated that they were incorporating the computer as a teaching tool, using it to help students learn new vocabulary and grammatical concepts. Several commented that resources they picked up at the Institute had fit in with activities they were trying in their classrooms. Many also indicated that they were using the Internet to share ideas and get information.

Eight of the respondents noted that they had made a total of 32 presentations to 855 other teachers, administrators, and parents at workshops at their schools and at conferences. Presentation topics included curriculum development, curriculum rationale and implementation, and classroom activities. Respondents enthusiastically shared information about their institute-related experiences through informal discussions, other conferences, open meetings, and newsletters.

Additional comments from these participants indicated that they felt the Institute had been very valuable and that the greatest benefit was the opportunity to network. As one participant wrote, "the collegiality that was established was powerful."

*Initiative III: Use of New Technologies*
*New Technologies Institute*

**Introduction**

The New Technologies Institute was designed to introduce participants to the benefits of using newly developed technologies in foreign language education. Participants examined recent developments in the application of new technologies to the learning of foreign languages; previewed exemplary foreign language courseware, including multimedia programs; implemented use of telecommunications networks to enhance students' reading, writing, and

cross-cultural communications skills; developed telenetworking lessons for use with existing curricula; gained expertise in the use of electronic mail, forums, and bulletin boards; and continued dialogue with Institute personnel and participants during the academic year via telecommunications.

**Description of Participants**

A total of 20 participants attended the New Technologies Institute. Nineteen of the participants were from public schools; one was from a private school. Four were elementary teachers (K-8), 14 taught at the secondary level, and two participants did not indicate their grade level. Eleven of the participants taught French and 10 taught Spanish. German, Japanese, and Romanian were among the languages taught by participants. Five of the participants reported teaching more than one language. Participants had from 2 to 31 years of K-12 teaching experience, averaging 17.9 years.

**Needs Assessment**

Responses to the needs assessment are summarized in Table 11. Overall, very few of the participants indicated that they had considerable experience or felt they could assist in the presentation of any of the topics to be covered in the Institute.

Fourteen of the 20 participants indicated the topics they thought should receive special emphasis during the Institute. At least half of the 14 respondents felt that the topic areas of setting up sister schools networking and educational uses of e-mail should receive special emphasis.

Responses to the open-ended questions suggested that there was a wider range of experiences with technology among participants than was evident in the responses to the content portion of the survey. These responses indicated that a few of the participants had little or no experience with technology, while some had experience with quite sophisticated technologies. The discrepancy between the content and the open ended responses might mean that participants underestimated their own capabilities and/or had high expectations for the Institute.

**Table 11. Needs Assessment for the 1994 New Technologies Institute - Frequency of Responses**

| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* |
|---|---|---|---|---|---|
| Computer assisted instruction | 5 | 14 | 0 | 0 | 19 |
| Knowledge and use of foreign language software | 5 | 12 | 2 | 0 | 19 |
| Selection of appropriate foreign language software | 2 | 10 | 0 | 0 | 12 |
| Satellite programs | 11 | 9 | 0 | 0 | 20 |
| Distance learning courses | 14 | 4 | 1 | 1 | 20 |
| Multimedia platforms | 14 | 5 | 0 | 0 | 19 |
| Local and wide area networks | 11 | 6 | 1 | 1 | 19 |
| Hardware and software | 7 | 9 | 1 | 1 | 18 |
| How to send and receive email | 7 | 10 | 2 | 1 | 20 |
| Teleconferencing | 15 | 3 | 1 | 0 | 19 |

**Table 11 (con't)**

| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* |
|---|---|---|---|---|---|
| FTP | 18 | 1 | 0 | 0 | 19 |
| America Online | 14 | 3 | 0 | 0 | 17 |
| Internet access services | 11 | 5 | 1 | 2 | 19 |
| Minitel | 11 | 7 | 0 | 1 | 19 |
| Gopher | 12 | 5 | 0 | 1 | 18 |
| World Wide Web | 13 | 4 | 0 | 1 | 18 |
| Bulletin boards | 10 | 5 | 3 | 0 | 18 |
| Newsgroups | 9 | 8 | 1 | 0 | 18 |
| Listservs | 10 | 3 | 2 | 0 | 15 |
| Educational use of e-mail | 8 | 10 | 0 | 2 | 20 |
| Planning telecommunications lessons | 14 | 3 | 1 | 2 | 20 |

**Table 11 (con't)**

| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* |
|---|---|---|---|---|---|
| Planning telecommunications lessons | 14 | 3 | 1 | 2 | 20 |
| Setting up sister schools networking connections | 18 | 1 | 1 | 0 | 20 |

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples.

Participants' goals for the Institute were of three very general types. The first included information and experience with specific hardware, software, or telecommunication systems. This goal also reflected a range of sophistication regarding the use of technology. For example, some wanted information about software programs to use in their classrooms, while others wanted information to facilitate distance communication and multimedia platforms. Second, they wished to address specific problems, including promoting the importance and use of technology and telecommunication among their colleagues and administration and overcoming resource limitations. Finally, they indicated introducing or expanding the use of technology in the classroom as a broader goal.

**Content Understanding**

Participants showed significant improvements in all topics covered by the New Technologies Institute (Table 12).

**Institute Evaluation**

Participant ratings indicated general satisfaction with all parts of the Institute (Table 13). Each aspect was rated above average or excellent by at least three fourths of the respondents. The highest rated aspect was effectiveness of the Institute leaders, which was rated "excellent" by all but one participant. Nineteen of the 20 participants also assigned an overall rating of excellent to the Institute.

Several common themes were apparent in the participants' comments about the most useful aspects of the Institute. Learning to effectively use e-mail and the Internet was mentioned by over half the respondents. Participants also appreciated the hands-on format of instruction, the opportunity to meet and exchange ideas with other teachers, the textbook, and the exposure to different software.

Participants responded with a variety of ideas for improving the Institute, including making the Institute longer. Participants wanted more time to explore programs and software and to practice using their new skills. Other suggestions included adhering to announced dates

**Table 12. Perceptions of Participant Understanding Before and After the 1994 New Technologies Institute - Frequency of Responses**

| | Pre-Institute | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant pre- and post-institute differences* |
| Computer assisted instruction | 3 | 9 | 8 | 0 | 20 | 0 | 0 | 15 | 5 | 0 | 20 | * |
| Knowledge and use of foreign language software | 2 | 10 | 7 | 1 | 20 | 0 | 1 | 10 | 9 | 0 | 20 | * |
| Selection of appropriate foreign language software | 3 | 6 | 6 | 1 | 16 | 0 | 0 | 9 | 7 | 0 | 16 | * |
| Satellite programs | 5 | 11 | 3 | 0 | 19 | 1 | 6 | 9 | 1 | 2 | 19 | * |
| Distance learning courses | 7 | 12 | 0 | 1 | 20 | 0 | 6 | 12 | 2 | 0 | 20 | * |
| Multimedia platforms | 4 | 13 | 3 | 0 | 20 | 0 | 5 | 13 | 1 | 0 | 19 | * |
| Local and wide area networks | 11 | 7 | 1 | 1 | 20 | 0 | 2 | 13 | 5 | 0 | 20 | * |
| Hardware and software | 9 | 6 | 3 | 1 | 19 | 0 | 3 | 14 | 3 | 0 | 20 | * |
| How to send and receive e-mail | 8 | 6 | 3 | 3 | 20 | 0 | 0 | 7 | 13 | 0 | 20 | * |
| Teleconferencing | 10 | 7 | 0 | 1 | 18 | 0 | 10 | 5 | 1 | 3 | 19 | * |





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**Table 12 (con't)**

| | Pre-Institute | | | | | Post-Institute | | | | | | Significant pre- and post-institute differences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | |
| FTP | 20 | 0 | 0 | 0 | 20 | 1 | 3 | 16 | 0 | 0 | 20 | • |
| America Online | 11 | 5 | 2 | 0 | 18 | 0 | 5 | 11 | 1 | 1 | 18 | • |
| Internet access services | 12 | 3 | 2 | 1 | 18 | 0 | 1 | 14 | 4 | 1 | 20 | • |
| Minitel | 11 | 6 | 1 | 1 | 19 | 0 | 1 | 5 | 10 | 3 | 19 | • |
| Gopher | 13 | 5 | 1 | 1 | 20 | 0 | 2 | 14 | 4 | 0 | 20 | • |
| World Wide Web | 16 | 3 | 0 | 1 | 20 | 0 | 3 | 13 | 4 | 0 | 20 | • |
| Bulletin boards | 12 | 6 | 1 | 1 | 20 | 0 | 3 | 13 | 4 | 0 | 20 | • |
| Newsgroups | 13 | 5 | 1 | 1 | 20 | 0 | 3 | 14 | 3 | 0 | 20 | • |
| Listservs | 12 | 4 | 3 | 1 | 20 | 0 | 1 | 13 | 6 | 0 | 20 | • |

**Table 12 (con't)**

| | Pre-Institute | | | | | Post-Institute | | | | | | Significant pre- and post-institute differences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | |
| Educational use of email | 8 | 7 | 4 | 1 | 20 | 0 | 0 | 8 | 12 | 0 | 20 | * |
| Planning telecommunications lessons | 9 | 7 | 3 | 1 | 20 | 0 | 5 | 9 | 5 | 0 | 19 | * |
| Setting up sister schools networking connections | 9 | 6 | 3 | 1 | 19 | 0 | 3 | 10 | 6 | 1 | 20 | * |

* Post-institute ratings significantly higher than pre-institute ratings ($p < .05$)

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples

**Table 13. 1994 New Technologies Institute Evaluation - Frequency of Responses**

| | *1 - Poor* | *2 - Below average* | *3 - Average* | *4 - Above average* | *5 - Excellent* | *Mean* | *S.D.* | *N* |
|---|---|---|---|---|---|---|---|---|
| Clarity of institute objectives | 0 | 0 | 1 | 4 | 14 | 4.68 | 0.58 | 19 |
| Organization of the institute | 0 | 0 | 2 | 4 | 14 | 4.60 | 0.68 | 20 |
| Effective use of time | 0 | 0 | 1 | 6 | 13 | 4.60 | 0.60 | 20 |
| Applicability of information | 0 | 0 | 0 | 4 | 16 | 4.80 | 0.41 | 20 |
| Information on setting up sister schools networking connections | 0 | 0 | 5 | 5 | 10 | 4.25 | 0.85 | 20 |
| Information on educational uses of email | 0 | 0 | 0 | 4 | 16 | 4.80 | 0.41 | 20 |
| Information on foreign language software | 0 | 0 | 2 | 7 | 11 | 4.45 | 0.69 | 20 |
| Effectiveness of the institute leader(s) | 0 | 0 | 0 | 1 | 19 | 4.95 | 0.22 | 20 |
| Overall rating of the institute | 0 | 0 | 0 | 1 | 19 | 4.95 | 0.22 | 20 |

and times, specifying in advance the Macintosh-only environment and a required follow-up project, and adding follow-up sessions.

**Follow-up**

The twenty participants were sent surveys at the end of the 1994-95 academic year to obtain follow-up information about their institute-related activities during the school year. Seventeen responded (85% return rate).

All but one of the respondents from the New Technologies Institute agreed that the amount of their communication with Center staff and Institute leaders was about right, while six of the 20 respondents felt that there was too little communication with other participants (Table 14). As shown in Table 15, over three-fourths of the respondents agreed that communication with Center staff, Institute leaders, and other participants was useful. Half or more than half agreed that the Center has been a valuable source of materials and information and has been supportive of projects. Most agreed that Institute leaders have been supportive of teaching efforts and projects and that their project has been useful to them professionally.

**Table 14. Amount of Communication by Participants of the 1994 New Technologies Institute - Frequency of Responses**

| | Too little | About right | Too much |
|---|---|---|---|
| with Center staff | 1 | 16 | 0 |
| with Institute leaders | 1 | 16 | 0 |
| with other participants | 6 | 11 | 0 |

Almost all felt that the skills and information gained from the Institute have been useful to them professionally.

Changes in practice indicated by the participants of the New Technologies Institute included greater use of e-mail, greater awareness of the possibilities for incorporating technology in the classroom, and increased networking.

**Table 15. Follow-up Perceptions of Participants for the 1994 New Technologies Institute - Frequency of Responses**

| | *1 - Strongly disagree* | *2 - Disagree* | *3 - Somewhat disagree* | *4 - Somewhat agree* | *5 - Agree* | *6 - Strongly agree* | *n agree or strongly agree* | *n of responses* |
|---|---|---|---|---|---|---|---|---|
| My communication with Center staff was useful. | 1 | 0 | 0 | 3 | 8 | 5 | 13 | 17 |
| My communication with Institute leader(s) was useful. | 1 | 0 | 0 | 2 | 7 | 7 | 14 | 17 |
| My communication with other participants was useful. | 0 | 1 | 0 | 1 | 7 | 8 | 15 | 17 |
| The Center has been a valuable source of materials and information throughout the school year. | 1 | 0 | 1 | 6 | 7 | 2 | 9 | 17 |
| Institute leader(s) have been supportive of my teaching efforts throughout the school year. | 1 | 1 | 0 | 2 | 6 | 7 | 13 | 17 |
| Center staff has been supportive of my project throughout the school year. | 1 | 0 | 0 | 4 | 7 | 4 | 11 | 16 |
| Institute leaders have been supportive of my project throughout the school year. | 1 | 0 | 0 | 2 | 6 | 8 | 14 | 17 |
| The skills and information I gained from the institute have been useful to me professionally. | 0 | 0 | 0 | 1 | 3 | 13 | 16 | 17 |
| My institute project has been useful to me professionally. | 0 | 0 | 1 | 3 | 5 | 8 | 13 | 17 |

While some were just starting to use e-mail in their classes, many indicated that they were trying a variety of applications. One respondent commented, "We have used computers to write diary entries, [have] done peer editing, [have] participated in [producing a] cooperative newsletter among four schools, and [have] used Internet resources for research projects." Others, however, were not so fortunate. They did not have the hardware and software nor access to Internet in their schools. "E-mail is not accessible, but I talk with staff and students about the Internet. There haven't been any changes yet. I need funds to purchase hardware and software."

Eleven respondents indicated that they had made a total of 30 formal presentations to 790 attendees. These included presentations to local, state, regional, and national foreign language associations, inservice workshops, and presentations to students. Presentation topics included the use of the Internet, foreign language applications, and writing. Participants also indicated that they were actively sharing Institute information, such as sharing HyperStudio stacks with other instructors, writing articles for newsletters, and sharing information at conferences and workshops on an informal basis.

Additional comments from participants reiterated the role of the Institute in promoting the use of technology in schools and in developing teacher skills and confidence in using technology. As a result of the Institute, many of these teachers have assumed leadership roles in their districts and/or states. The following comments illustrate these points. "The Institute gave me the push needed to . . . become an avid computer user and advocate of use of technology in the classroom." ". . . thanks to the New Technologies Institute and the NFLRC . . . I am so far one of the few teachers [in my district] with really practical training and some level of skill on the Internet." "[As a result of the Institute] my principal and the district technology coordinator view me as a major contributor to integrating technology into [school name] curriculum. They respect my work, use it as models for other curriculum areas, and solicit advice and ideas from me. I am co-chair of the Standards Framework Writing Committee for foreign language in [state name]. This responsibility resulted from my project."

*Initiative III: Use of New Technologies*
*Interactive Multimedia Authoring Institute*

**Introduction**

The Interactive Multimedia Authoring Institute was designed to introduce participants to the benefits of using multimedia, including CD ROM and videodisk, in foreign language education. Participants examined exemplary multimedia hardware and software; authored a HyperStudio (rather than HyperCard, as originally proposed) stack and produced lessons that effectively met objectives of the foreign language curriculum; prepared a HyperStudio lesson linked to segments on a CD ROM and/or videodisk or a segment of motion video; incorporated multimedia into foreign language instruction; and continued dialogue with Institute personnel and participants during the academic year via telecommunications.

**Description of Participants**

Of the 20 participants, 18 were from public schools and two were from private schools. Eight reported teaching in elementary grades (K-8) and 11 at the secondary level. Seven of the participants were Spanish teachers and four taught French. German, Japanese, Russian, and Chinese were among the languages taught by participants. Three of the participants reported teaching more than one language. The average K-12 teaching experience reported by participants was 11.4 years, with a range of 3 to 23 years.

**Needs Assessment**

Responses to the needs assessment are presented in Table 16. Most of the participants indicated that they had some experience in the topic areas or that the content of the Institute would provide them with new information. Because only five of the participants marked the topics they thought should receive special emphasis during the Institute, these data provided little insight.

Open-ended responses suggested that there may have been a wider range of experiences with technology among participants than was evident from responses to other parts of the survey. Participants indicated that their experiences ranged from basic word processing to

**Table 16. Needs Assessment for the 1994 Multimedia Authoring Institute - Frequency of Responses**

| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* |
|---|---|---|---|---|---|
| Working knowledge of Macintosh word processing program | 0 | 10 | 8 | 1 | 19 |
| Working knowledge of database/spreadsheet software program | 6 | 7 | 4 | 1 | 18 |
| Working knowledge of graphics or paint program | 5 | 11 | 1 | 1 | 18 |
| Working knowledge of telecommunications software and use of e-mail | 9 | 7 | 2 | 1 | 19 |
| Working knowledge of DOS/Windows (IBM compatible) | 11 | 2 | 1 | 1 | 15 |
| Knowledge and use of general foreign language software: drill and practice | 10 | 5 | 3 | 0 | 18 |
| Knowledge and use of general foreign language software: tutorials | 12 | 3 | 0 | 0 | 15 |
| Knowledge and use of general foreign language software: games | 14 | 1 | 0 | 0 | 15 |
| Knowledge and use of general foreign language software: simulations | 14 | 1 | 0 | 0 | 15 |
| Knowledge and use of general foreign language software: word processing | 9 | 3 | 3 | 0 | 15 |

**Table 16 (con't)**

| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* |
|---|---|---|---|---|---|
| Knowledge and use of multimedia foreign language programs: Videodisc (level 1 and 2) | 14 | 3 | 0 | 0 | 17 |
| Knowledge and use of multimedia foreign language programs: Videodisc with software | 15 | 2 | 0 | 0 | 17 |
| Knowledge and use of multimedia foreign language programs: CD-ROM programs | 11 | 6 | 1 | 0 | 18 |
| Knowledge and use of multimedia foreign language programs: existing HyperCard stacks | 13 | 3 | 0 | 1 | 17 |
| Working knowledge of IBM or compatible PC | 11 | 2 | 0 | 1 | 14 |
| Knowledge/use of modem | 12 | 4 | 1 | 1 | 18 |
| Knowledge/use of scanner equipment | 13 | 3 | 1 | 1 | 18 |
| Knowledge/use of digital camera equipment | 15 | 1 | 0 | 2 | 18 |
| Knowledge/use of videodisc player | 13 | 5 | 0 | 0 | 18 |
| Knowledge/use of CD-ROM photo-CD player | 13 | 5 | 0 | 0 | 18 |

**Table 16 (con't)**

| | *New information* | *Some experience* | *Considerable experience* | *Provide assistance* | *n of responses* |
|---|---|---|---|---|---|
| Working knowledge of HyperCard | 9 | 7 | 1 | 0 | 17 |
| Working knowledge of another authoring tool program for multimedia production (e.g. Director 4.0) | 15 | 1 | 0 | 1 | 17 |
| Working knowledge of Quicktime or other video-editing program (e.g. VideoSpigot, Videofusion) | 14 | 2 | 0 | 0 | 16 |
| Sound production software | 15 | 1 | 1 | 3 | 20 |

New Information = This will be basically new information, or a thorough review would be welcome

Some Experience = I have some experience with the topic but do not feel entirely competent

Considerable Experience = I have considerable experience with this topic and feel well informed

Provide Assistance = I could assist in presentation of this topic by providing information and examples

presentations and distance education. Again, the discrepancy between the checklist and the open ended responses might mean that participants had underestimated their own capabilities and/or had high expectations for the Institute.

There were a number of common themes among participants' goals for the Institute. One theme was networking with students in other districts and countries through e-mail and other means of communication. Another theme was incorporating a number of technologies into lessons; a third was integrating technology into the classroom. Specific goals in this area dealt with classroom management, managing limited resources, facilitating students' use of technology to develop their own presentations, and using technology for assessing student progress. Finally, there was considerable interest in promoting the use of technology in their schools. This theme was evident in the desire to learn about software and hardware and to be able to demonstrate its use, and to learn how to evaluate software and hardware to facilitate purchasing decisions.

**Content Understanding**

Participants showed significant improvements in all topics related to foreign language multimedia programs, their computer-based hardware experience, and background in multimedia (Table 17). However, participants reported gains in only two out of the five topics related to general computer software and foreign language specific software. This may indicate that a majority of the topics in these areas were not covered or that they were not covered in enough depth to increase understanding. Participants' understanding of word processing, database and spreadsheet programs, drill and practice, and tutorials did not increase significantly. Over half of the participants commented about the lack of instruction on DOS/Windows (IBM compatibles).

**Institute Evaluation**

All aspects of the Institute were rated above average or excellent by at least three quarters of the respondents (Table 18). The highest rated aspects were effectiveness of the

**Table 17. Perceptions of Participant Understanding Before and After the 1994 Interactive Multimedia Authoring Institute - Frequency of Responses**

| | Pre-Institute | | | | | Post-Institute | | | | | | Significant pre- and post-institute differences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | |
| Working knowledge of Macintosh word processing program | 1 | 4 | 8 | 4 | 17 | 0 | 4 | 8 | 5 | 3 | 20 | |
| Working knowledge of database/spreadsheet software program | 7 | 3 | 3 | 1 | 14 | 6 | 3 | 4 | 1 | 6 | 20 | |
| Working knowledge of graphics or paint program | 1 | 10 | 5 | 2 | 18 | 1 | 2 | 12 | 2 | 1 | 18 | * |
| Working knowledge of telecommunications software and use of e-mail | 9 | 2 | 6 | 2 | 19 | 0 | 1 | 12 | 7 | 0 | 20 | * |
| Working knowledge of DOS/Windows (IBM compatible) | 8 | 0 | 2 | 1 | 11 | 7 | 0 | 1 | 1 | 11 | 20 | |
| Knowledge and use of general foreign language software: drill and practice | 4 | 7 | 2 | 2 | 15 | 1 | 7 | 4 | 3 | 1 | 16 | |
| Knowledge and use of general foreign language software: tutorial | 6 | 4 | 3 | 1 | 14 | 2 | 5 | 6 | 1 | 2 | 16 | |
| Knowledge and use of general foreign language software: games | 4 | 8 | 1 | 2 | 15 | 1 | 8 | 4 | 1 | 3 | 17 | * |
| Knowledge and use of general foreign language software: simulations | 8 | 4 | 4 | 0 | 16 | 1 | 8 | 6 | 1 | 2 | 18 | * |
| Knowledge and use of general foreign language software: word processing | 2 | 5 | 4 | 4 | 15 | 1 | 4 | 5 | 5 | 3 | 18 | |

**Table 17 (con't)**

| | Pre-Institute | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant pre- and post-institute differences* |
| Knowledge and use of multimedia foreign language programs: Videodisc (level 1 and 2) | 8 | 5 | 4 | 1 | 18 | 0 | 6 | 8 | 5 | 0 | 19 | * |
| Knowledge and use of multimedia foreign language programs: Videodisc with software | 11 | 6 | 2 | 0 | 19 | 0 | 6 | 9 | 5 | 0 | 20 | * |
| Knowledge and use of multimedia foreign language programs: CD-ROM programs | 9 | 5 | 5 | 0 | 19 | 1 | 6 | 9 | 4 | 0 | 20 | * |
| Knowledge and use of multimedia foreign language programs: existing HyperCard stacks | 11 | 2 | 4 | 2 | 19 | 0 | 1 | 13 | 6 | 0 | 20 | * |
| Knowledge/use of modem | 8 | 1 | 6 | 2 | 17 | 3 | 5 | 7 | 3 | 2 | 20 | * |
| Knowledge/use of scanner equipment | 12 | 4 | 2 | 1 | 19 | 0 | 6 | 9 | 5 | 0 | 20 | * |
| Knowledge/use of digital camera equipment | 14 | 4 | 0 | 1 | 19 | 0 | 7 | 9 | 4 | 0 | 20 | * |
| Knowledge/use of videodisc player | 10 | 5 | 3 | 1 | 19 | 1 | 3 | 11 | 5 | 0 | 20 | * |

**Table 17 (con't)**

| | Pre-Institute | | | | | Post-Institute | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *n of responses* | *No understanding* | *Understand basic concepts* | *Feel comfortable experimenting* | *Comfortable applying concepts* | *Not applicable - topic not covered* | *n of responses* | *Significant pre- and post-institute differences* |
| Knowledge/use of CD-ROM photo-CD player | 10 | 3 | 5 | 1 | 19 | 3 | 4 | 9 | 4 | 0 | 20 | * |
| Working knowledge of HyperCard | 10 | 6 | 1 | 2 | 19 | 2 | 5 | 10 | 3 | 0 | 20 | * |
| Working knowledge of another authoring tool program for multimedia production (e.g. Director 4.0) | 11 | 4 | 4 | 0 | 19 | 0 | 3 | 11 | 6 | 0 | 20 | * |
| Working knowledge of Quicktime or other video-editing program (e.g. VideoSpigot, Videofusion) | 14 | 4 | 0 | 1 | 19 | 0 | 9 | 9 | 1 | 0 | 19 | * |
| Sound production software | 12 | 5 | 1 | 0 | 18 | 1 | 6 | 10 | 2 | 1 | 20 | * |

* Post institute ratings signifi antly greater than pre-institute ratings ($p < .05$)

New Information = This will be basically new information, or a thorough review would be welcome.

Some Experience = I have some experience with the topic but do not feel entirely competent.

Considerable Experience = I have considerable experience with this topic and feel well informed.

Provide Assistance = I could assist in presentation of this topic by providing information and examples.

**Table 18. 1994 Multimedia Authoring Institute Evaluation - Frequency of Responses**

| | *1 - Poor* | *2 - Below average* | *3 - Average* | *4 - Above average* | *5 - Excellent* | *Mean* | *S.D.* | *N* |
|---|---|---|---|---|---|---|---|---|
| Clarity of institute objectives | 0 | 1 | 6 | 9 | 8 | 4.00 | 0.88 | 24 |
| Organization of the institute | 0 | 0 | 2 | 7 | 15 | 4.54 | 0.66 | 24 |
| Effective use of the group process used in the institute | 0 | 0 | 1 | 5 | 18 | 4.71 | 0.55 | 24 |
| Effective use of time | 0 | 1 | 4 | 9 | 10 | 4.17 | 0.87 | 24 |
| Applicability of information | 0 | 0 | 0 | 6 | 18 | 4.75 | 0.44 | 24 |
| Applicability of the readings | 0 | 0 | 1 | 5 | 18 | 4.71 | 0.55 | 24 |
| Usefulness of the curriculum resources provided | 0 | 0 | 1 | 3 | 20 | 4.79 | 0.51 | 24 |
| Electronic mail training | 0 | 1 | 4 | 6 | 13 | 4.29 | 0.91 | 24 |
| Effectiveness of the institute leader(s) | 0 | 0 | 0 | 0 | 24 | 5.00 | 0.00 | 24 |
| Overall rating of the institute | 0 | 0 | 0 | 4 | 20 | 4.83 | 0.38 | 24 |

Institute leaders (5.00), overall rating of the Institute (4.83), usefulness of the curriculum resources provided (4.79), and applicability of information (4.75).

Topics frequently mentioned as most valuable included e-mail training, learning to use authoring software (particularly HyperStudio), and the emphasis on hands-on activities. Participants appreciated the helpfulness of Institute staff and the opportunity to meet and exchange ideas with other foreign language teachers.

Participants' suggestions for improving the Institute included allowing more time to work on projects, to share ideas with other teachers, and to preview commercial software.

**Follow-up**

Twenty participants were sent surveys at the end of the 1994-95 academic year to obtain follow-up information about their institute-related activities during the school year. Eleven responded (55% return rate).

Most of the respondents from the Interactive Multimedia Authoring Institute agreed that the amount of their communication with Center staff, Institute leaders, and other participants was about right (Table 19). As shown in Table 20, approximately half of the respondents agreed that communication with Center staff, Institute leaders, and other participants was useful. Only two agreed that the Center has been a valuable source of materials and information, while seven of the respondents somewhat agreed. Five agreed that Institute leaders have been supportive of teaching efforts, but fewer reported that the Center and Institute leaders were supportive of their projects. All agreed that the skills and

**Table 19. Amount of Communication by Participants of the 1994 Interactive Multimedia Authoring Institute - Frequency of Responses**

| | Too little | About right | Too much |
|---|---|---|---|
| with Center staff | 1 | 10 | 0 |
| with Institute leaders | 3 | 8 | 0 |
| with other participants | 3 | 8 | 0 |

**Table 20. Follow-up Perceptions of Participants for the 1994 Interactive Multimedia Authoring Institute - Frequency of Responses**

| | 1 - Strongly disagree | 2 - Disagree | 3 - Somewhat disagree | 4 - Somewhat agree | 5 - Agree | 6 - Strongly agree | n agree or strongly agree | n of responses |
|---|---|---|---|---|---|---|---|---|
| My communication with Center staff was useful. | 0 | 0 | 1 | 4 | 5 | 1 | 6 | 11 |
| My communication with Institute leader(s) was useful. | 0 | 0 | 4 | 3 | 3 | 1 | 4 | 11 |
| My communication with other participants was useful. | 0 | 1 | 1 | 3 | 4 | 2 | 6 | 11 |
| The Center has been a valuable source of materials and information throughout the school year. | 0 | 0 | 1 | 7 | 1 | 1 | 2 | 10 |
| Institute leader(s) have been supportive of my teaching efforts throughout the school year. | 0 | 1 | 4 | 1 | 4 | 1 | 5 | 11 |
| Center staff has been supportive of my project throughout the school year. | 0 | 0 | 3 | 4 | 3 | 0 | 3 | 10 |
| Institute leaders have been supportive of my project throughout the school year. | 0 | 0 | 4 | 4 | 2 | 0 | 2 | 10 |
| The skills and information I gained from the institute have been useful to me professionally. | 0 | 0 | 0 | 0 | 4 | 7 | 11 | 11 |
| My institute project has been useful to me professionally. | 2 | 0 | 1 | 0 | 5 | 3 | 8 | 11 |

information gained from the Institute have been useful and most agreed that their project has been useful to them professionally.

Participant comments reflected a variety of changes in their teaching as a result of participation in the Institute. Some noted that they had incorporated HyperStudio applications into their classroom activities and many mentioned using e-mail. In the words of one participant, "I have had my students develop HyperStudio stacks in our new six-station multimedia lab. We have recently had an e-mail exchange with a French class in Russia (facilitated by [name], one of last summer's participants) and are now exchanging messages with a class in Oregon." Another explained, "I pushed to have our computer lab installed . . . I solicited funds from various organizations to support our technology needs. I have been using the lab facility approximately ten times more than I have in the past with more confidence in my abilities and the abilities of my students."

However, several indicated that they were not able to apply in their classrooms what they had learned at the Institute due to a lack of resources at the building level. As one said, "[My teaching] did not change directly . . . because our school does not have computer access for our foreign language students." This participant did report using e-mail to obtain information for classroom use.

Six teachers indicated that they had given a total of 13 presentations to approximately 400 attendees. Presentation topics included use of HyperStudio, discovering the Internet, and technology for foreign language classrooms. Participants also shared information gained at the Institute with parents, building administrators, and other colleagues through informal discussions and newsletters.

Additional comments indicated that, in general, participants felt that the Institute was valuable and that the Institute staff was supportive. A few indicated, however, that the project was too time consuming and that one semester was not long enough to implement the project. Comments also suggested that opportunities to "put ideas into practice" fell short due to a lack of resources at the building level.

## Evaluation of Activities Related to Initiative II

During Fall 1994, a two-day workshop addressed Initiative II: Administration and Interpretation of Foreign Language Performance Assessment. This section begins with a description of the workshop and its goals, followed by the results of the evaluation.

### *Initiative II: Administration and Interpretation of Foreign Language Performance Assessment Assessment Guidelines and Strategies Workshop*

**Introduction**

The Assessment Guidelines and Strategies Workshop was designed to find out from classroom foreign language teachers how they currently use assessment, how they view assessment, and what can be expected of teachers in the classroom related to assessment. This workshop, co-sponsored by the Center for Applied Linguistics (CAL), was the first step in teachers working in collaboration with researchers to develop guidelines, or a framework, for assessing the language of students in their own classrooms. The guidelines will be based on the American Council on the Teaching of Foreign Language's (ACTFL) national K-12 standards for foreign language education and will target grades four and eight. The outcome of the workshop will be a better understanding by both teachers and researchers of actual practices and various assessment techniques and the national standards.

**Description of Participants**

Participants included 12 teachers and eight researchers/collaborators with expertise in assessment. Five of the teachers taught Spanish, four taught French, one taught French and was a resource teacher, one taught Japanese, and one had taught Chinese and was a resource teacher; eight of the teachers reported teaching at the elementary level, and the two resource teachers work at both the elementary and middle school levels. Teachers were selected upon recommendation by their principal or foreign language coordinator for their demonstrated competence in the classroom and their interest in foreign language assessment.

**Workshop Evaluation**

Fourteen of the 20 participants completed the evaluation form developed by CAL and Center personnel and distributed at the end of the workshop (Table 21). In general, respondents were pleased with the workshop. Hotel accommodations, variety of participants, agenda, and applicability of the information were rated good or excellent by all respondents. Two respondents who rated information provided in advance as fair indicated that they would have liked to have had the agenda in advance.

There was clearly a consensus among respondents regarding the most useful aspect of the workshop: meeting other teachers and learning what they are doing in their programs. Respondents frequently mentioned sharing, discussion, interaction, and networking.

Portfolios and rubrics were mentioned most frequently as assessment strategies that respondents learned about and thought could be used in their classrooms. Journals, report card formats, and self-assessments were also mentioned. Even those who were aware of some of these strategies suggested that they learned more about them and had new ideas for using them in their classrooms.

Most of the participants made suggestions for specific topics to be covered at next year's meeting. Topics included pilot programs, interpreting assessment results, specific training (e.g., computers, instrument testing), new instruments, and ACTFL guidelines. Recommendations for format changes included increased time for discussion, grade level and/or program-specific focus groups, and more small group interaction.

Closing comments by respondents expressed appreciation for the opportunity to participate in the workshop. Interacting with and learning from participants with similar interests and needs seemed to be extremely valuable. One respondent expressed the sentiment of many, saying, "Thank you for this opportunity. I am learning so much that will be immediately applicable at home. It was so nice to be treated like a valuable, intelligent individual. This was wonderful!"

**Table 21. 1994 CAL Workshop Evaluation**

| | *Poor* | *Fair* | *Good* | *Excellent* | *No response* | *n of responses* |
|---|---|---|---|---|---|---|
| Hotel accommodations | 0 | 0 | 4 | 8 | 2 | 14 |
| Variety of participants | 0 | 0 | 1 | 13 | 0 | 14 |
| Information provided in advance | 0 | 2 | 8 | 3 | 1 | 14 |
| Agenda | 0 | 0 | 4 | 10 | 0 | 14 |
| Applicability of information | 0 | 0 | 7 | 6 | 1 | 14 |

**Follow-up**

In the winter of 1995, the Center published an assessment newsletter highlighting the activities of the participants of the workshop and the progress they made. Summaries of workshop presentations by teachers and students were also featured. E-mail addresses were included to facilitate communication and future collaborations. Summaries of two research projects and suggestions for designing assessments completed this first newsletter.

*Initiative II: Administration and Interpretation of Foreign Language Performance Assessment Annotated Assessment Bibliography Preparation*

Center staff have prepared an annotated bibliography of assessment instruments. Published and made available through the ERIC system, the bibliography contains standardized instruments and authentic tools such as oral assessment inventories, language portfolios, and student-teacher conferencing forms. In addition to each instrument, information on the target audience, appropriateness of the test, age level/grade level and a point of contact were included. Selected bibliographies of recent articles, books and documents on assessment, and commercially available tests were provided. All tests were cross-referenced by skill area and purpose.

## Evaluation of Center-Based Activities

As agreed to in the evaluation plan, Center staff provided additional evaluative information to the internal evaluators about products completed by institute and workshop participants; electronic communication among the participants, leaders, and Center staff; and institute participant computer anxiety. This information is presented below.

Summer institute participants were encouraged to implement ideas and strategies in their classrooms by working together on follow-up projects. They formed small collaborative groups of three to five individuals and identified and designed a research project based on a topic addressed at the institute. The projects gave participants a practical opportunity to

implement what they had learned. Project topics covered a wide range of themes and applications. Participants in the Teacher Educator Partnership Institute conducted several studies examining teacher certification in states with mandates for elementary school foreign language programs, perceived obstacles to implementing the National Foreign Language Standards, national standards in Rhode Island, Japanese immersion programs, and articulation in foreign language programs. Other projects included preparation of thematic units. Curriculum Institute participants developed a prototype for curriculum information networking in low population states; identified existing second language curriculum guides; identified classroom-tested, learner-centered activities; studied obstacles to implementing standards; identified state, regional, and national resources for curriculum specialists; and identified factors that make for successful transition from middle school to high school. Projects completed by the participants in the New Technologies Institute included compilation of a list of Internet applications in the foreign language classroom, creation of a literary magazine and various classroom applications using HyperStudio, publication of a Spanish newsletter, and development of a technology usage survey. Participants in the Interactive Multimedia Authoring Institute examined effective ways of using the Internet in the classroom, developed HyperStudio stacks, studied teachers' use of technology in the classroom, made videos, and used distance learning classrooms.

According to Center staff, these projects were challenging for the participants to complete because of: (1) limited precedence in the field for a similar model of institute-related projects, (2) a limited amount of time due to the busy schedules of K-12 teachers during the academic year and that the final reports were due by the following January, (3) a request by the Center that communication among small group members about the project be carried out by e-mail whenever possible, and (4) lack of experience among classroom teachers in carrying out projects of this type. Despite these challenges, 80% of the small group projects were completed and offer the profession information on a variety of topics.

The Center is making the results of the research projects available to the profession by publishing summaries in the nationally distributed Center newsletter, submitting complete project reports for publication on ERIC, submitting three reports for review by professional journals, and proceeding with plans to develop a World Wide Web page on the Internet.

A key component of each project was the use of e-mail for communication between institute staff and teachers. All of the participants attending each of the four summer institutes learned how to exchange e-mail using the Iowa State University Vincent gateway to the Internet. Their previous computer experience ranged from "none" to "quite a bit of experience," with only one participant having extensive experience. Participants were encouraged to continue e-mail communication with each other and with institute leaders during their post-institute collaborative projects.

To assist institute staff in the e-mail training and follow-up throughout the academic year, a survey to measure computer anxiety was completed by institute participants both prior to and after each institute. Overall, institute participants had relatively low computer anxiety. Elementary teachers who participated in the Teacher Educator Partnership tended to have a higher level of anxiety about using computers, although their scores were not statistically different than those of other participants. A comparison of pre-institute and post-institute scores indicated that participant computer anxiety was reduced significantly.

Table 22 summarizes data about e-mail access and usage following the summer institutes. As indicated, there was a substantial increase in the number of e-mail accounts activated as of February 1995, when compared to the number at the time of the Institute, particularly for participants of the Teacher Educator Partnership and Curriculum Institutes. The table also provides a record of the number of messages sent following the Institutes. The number of messages (while providing only limited information since no comparison data are available and not all participants forwarded all of their messages to Center staff for tabulation) suggests active e-mail correspondence. Overall, the growth in the number of e-mail accounts and the volume of e-mail communication suggest an increased usage of e-mail following

**Table 22. Summary of E-mail Use by 1994 NFLRC Participants**

| Institute | Number of participants | E-mail address before institute | E-mail address currently* | Total messages exchanged |
|---|---|---|---|---|
| Teacher Educator Partnership | 22 | 23% | 86% | 216 |
| Curriculum | 24 | 17% | 91% | 154 |
| New Technologies | 20 | 40% | 100% | 293 |
| Interactive Multimedia Authoring | 20 | 50% | 85% | 96 |
| Totals | 86 | 31% | 89% | 759 |

* As of 2/6/95

the institutes. This conclusion is consistent with follow-up data collected by RISE at the end of the 1994-1995 academic year.

**Summary and Discussion**

The first 16 months of activities at the National K-12 Foreign Language Resource Center were positive and successful. Specific activities included conducting four summer institutes with 86 foreign language educators from across the nation, involving 20 teachers and researchers in a collaborative effort with the Center for Applied Linguistics in researching assessment practices and techniques in foreign language classrooms, continuing post-institute and post-workshop contact with participants through their collaborative projects, completing an extensive annotated bibliography of foreign language assessment instruments, and training and encouraging foreign language teachers to use e-mail as a viable, important, and effective communication tool. The goals of training teachers in the use of effective teaching strategies,

development and interpretation of foreign language assessments, and the use of new technologies and their related objectives were met.

These activities received consistently high ratings from participants. Foreign language teachers in grades kindergarten through twelve (K-12) and teacher educators directly benefited from the knowledge, skills, and resources provided through their experiences with the Center. These educators reported that they made approximately 110 presentations to over 2800 other teachers and professional colleagues, school administrators, foreign language associations, parent groups, and student teachers in their school districts, at inservice sessions, and at local, state, regional, and national conferences. Additionally, Center activities also indirectly affected many other K-12 foreign language teachers through numerous informal discussions with institute participants, newsletters, and resource sharing, suggesting that the impact of the Center is being felt among other K-12 teachers as well.

Participants of all institutes gave positive evaluations. The effectiveness of the institute leaders had the highest average rating of all aspects surveyed on three of the four Institutes. Participants gave overall ratings to the institutes that were above average to excellent. They appreciated the opportunity to interact and share ideas with other participants who were interested in foreign language. In those institutes that focused on learning experiences, participants believed that they had improved their understanding of the content covered in the Institutes. Suggestions for improvement included lengthening the institutes or reallocating time during the institute to allow more time for interacting with other participants and exploring new ideas and materials. Further, they suggested that receiving either a reading list or the reading materials for the institute, a detailed explanation or schedule of activities, and greater clarification of their post-institute commitment would enable them to better evaluate their abilities to fulfill the commitments and enhance their participation.

The participants' post-institute collaborative projects were not all as successful as hoped. While participants were enthusiastic about planning the projects and networking with

other teachers, the short time line for project completion dictated by the length of the grant funding period and the teachers' lack of experience were barriers to successful implementation. Future institutes might consider alternatives to the small group project. One possibility is to encourage presentations as the primary follow-up activity, with consistent and thorough record keeping about the nature of the presentation, the number of attendees, and the audiences served. Such an alternative would be consistent with the institutes' goal of integrating and sharing knowledge about foreign language education with the profession. This emphasis would also capitalize on the enthusiasm generated at the institutes, as well as provide a practical way to encourage networking and dissemination.

Overall, the National K-12 Foreign Language Resource Center has made great strides toward achievement of its goals. Adding the information gained from the evaluation to what was learned from the experience of operating the Center during this first funding period results in an expectation of further and potentially greater success in the future.

# Appendix A

## Evaluation Plan

## National K-12 Language Resource Center

### Evaluation Plan

Evaluation of the activities of the National K-12 Language Resource Center is based on the goals and objectives of the Center and the impact of the activities on the target audiences. The focus of the evaluation is on assessing the degree to which the goals are accomplished. The goals and objectives, projects, and organizational structure have been designed to reflect the Center's overall purpose of contributing to the knowledge base, skills, and resources of foreign language teachers in grades kindergarten through twelve (K-12). The evaluation will consider the resources, techniques, procedures, and strategies employed to accomplish the goals and objectives. Assessments of the effectiveness and efficiency of the Center will provide information by which accurate judgments can be made about the strengths and weaknesses of operations and of program impact.

The evaluation provides (1) input from the teachers and participants in the activities related to the Center's initiatives and (2) an assessment of the status of Center activities. Needs assessments, formative evaluation, and summative evaluation are components of the conceptual and operational evaluation framework. The evaluation plan utilizes both quantitative and qualitative methods to measure Center initiatives and participant attitudes and knowledge. The measures include documents, data from records, data from survey instruments, products (e.g., manuals, publications, videotapes, logs of e-mail use), and observations. While quantifiable measures are a significant component of the evaluation plan, there are also plans for interviewing participants in the initial activities to allow them to express concerns and opinions through both formal and informal measures.

The formative evaluation results will be of immediate use to those involved in administering the Center and carrying out its initiatives. The information collected through this internal evaluation will be included as a part of the summative evaluation activities that will be completed each funding period.

## Summary of the Evaluation Plan for Initiative 1: Training Teachers in the Use of Effective Teaching Strategies

| Goal | Outcome | Benefits | Formative | Summative |
|---|---|---|---|---|
| *Teacher Educator Partnership Institute* | Content of teacher educators' methods courses change to provide quality pre-service teacher preparation for the K-8 level. | Improved performance of pre-service and in-service teachers in the K-12 classroom;<br>Increased opportunities for K-12 students to learn a foreign language in a long, articulated sequence;<br>Teacher educators and classroom teachers communicate and access sources of information through national computer networks. | Needs assessment and corresponding evaluation of the institute;<br>Content related pre/post assessment;<br>Follow-up survey of participants;<br>Journal entries of partners;<br>Tape recorded practice teaching sessions. | Summaries of partnership projects. |
| *Curriculum Institute* | Enhancement of K-12 teacher's ability to design and evaluate a quality K-12 foreign language curriculum. | Increased opportunities for K-12 students to learn a foreign language in a long, articulated sequence;<br>Model K-12 foreign language curricula are available throughout nation;<br>Classroom teachers communicate and access sources of information through national computer networks. | Needs assessment and corresponding evaluation of the institute;<br>Follow-up survey of participants;<br>Instances and content analysis of E-mail correspondence. | Number and instances participants present to others;<br>Number of articles published, prototype designs etc. that come out of the institute. |
| *Authentic Literature Institute* | Enhancement of K-12 teachers' strategies for teaching authentic literature. | Model teaching strategies for authentic literature are available throughout nation. | Needs assessment and corresponding evaluation of the institute;<br>Content related pre/post assessment;<br>Follow up survey of participants;<br>Instances and content of E-mail correspondence. | Number and instances participants present to others (local, state, regional);<br>Compilation and use of preliminary planning units based on children's literature. |
| *Culture Institute* | Enhancement of K-12 teachers' strategies for culture and modern technologies. | Model teaching strategies for culture are available throughout nation;<br>Classroom teachers communicate and access sources of information through national computer networks. | Needs assessment and corresponding evaluation of the institute;<br>Content related pre/post assessment;<br>Follow up survey of participants;<br>Instances and content of E-mail correspondence. | Number and instances participants present to others;<br>Development and use of activities and materials. |



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## Action Plan for Initiative 1:
## Training Teachers in the Use of Effective Teaching Strategies

| Activity/Participants | Measure | Who | When |
|---|---|---|---|
| *Teacher Educator Partnership Institute* | Needs assessment | Center for Applied Linguistics | Completed |
| Teacher educators | Content related pre/post assessment | RISE | Prior to and at conclusion of institute |
| K-8 teachers | Institute evaluation | RISE | At conclusion of institute |
| | Follow up survey of participants | RISE | Nine months following institute |
| | Products/Activities: | Center staff | Ongoing |
| | • Journal entries and documentation of partnership projects | | |
| | • Tape recorded practice teaching sessions | | |
| *Curriculum Institute* | Needs assessment | RISE | Prior to institute |
| K-12 teachers | Institute evaluation | RISE | At conclusion of institute |
| | Follow up survey of participants | RISE | Nine months following institute |
| | E-mail communications | Center staff | Ongoing |
| | Products/Activities: | Center staff | Ongoing |
| | •Presentations to others | | |
| | •Subsequent research | | |
| *Authentic Literature Institute* | Needs assessment | RISE | Prior to institute |
| K-12 teachers | Content related pre/post assessment | RISE | Prior to and at conclusion of institute |
| | Institute evaluation | RISE | At conclusion of institute |
| | Follow up survey of participants | RISE | Nine months following institute |
| | E-mail communications | Center staff | Ongoing |
| | Products/Activities: | Center staff | Ongoing |
| | •Presentations to others | | |
| | •Units | | |
| *Culture Institute* | Needs assessment | RISE | Prior to institute |
| K-12 teachers | Content related pre/post assessment | RISE | Prior to and at conclusion of institute |
| | Institute evaluation | RISE | At conclusion of institute |
| | Follow up survey of participants | RISE | Nine months following institute |
| | E-mail communications | Center staff | Ongoing |
| | Products/Activities: | Center staff | Ongoing |
| | •Presentations to others | | |
| | •Activities and materials | | |

## Summary of the Evaluation Plan for Initiative 2: Training Teachers in Administration and Interpretation of Foreign Language Performance Assessment

| Goal | Outcome | Benefits | Formative | Summative |
|---|---|---|---|---|
| *Assessment Guidelines and Strategies Workshop* | Improve the ability of K-12 teachers to assess their own students. | K-12 teachers effectively employ alternative assessments of students' performance. | Workshop evaluation;<br>Teacher self evaluation and dialogue journals;<br>Summary of the workshop proceedings. | Follow up survey of participants to assess the extent to which they incorporate authentic assessments into their classes, with questions based on review of journals. |
| *Annotated Assessment Bibliography Preparation* | Publish annotated bibliography of standardized tests and authentic assessment tools. | Resources for K-12 foreign language teachers on assessment tools made accessible. | Development tasks completed according to specified timelines. | Annotated bibliography published. |
| *Foreign Language Standards Assessment Workshop* | Develop ability of K-12 teachers to assess their students' achievement of national foreign language standards. | Model assessment of student achievement of national foreign language standards. | Workshop evaluation;<br>Summary of workshop proceedings;<br>Proposed guidelines and strategies. | Student outcomes, expected level of performance at various developmental stages for grades 4 and 8;<br>Strategies to be used to meet the outcomes. |
| *Foreign Language Assessment Guidelines Preparation* | Publish guidelines for assessment of student achievement based on national foreign language standards. | Guidelines for K-12 foreign language teachers on assessment procedures related to national foreign language standards made available. | Reports of results of pilot testing in classroom;<br>Completing initial draft, pilot testing, and final draft according to specified timelines. | Guidelines published by National K-12 Language Resources Center;<br>Presentations and other publications. |

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## Action Plan for Initiative 2:
## Training Teachers in Administration and Interpretation of Foreign Language Performance Assessment

| Activity/Participants | Measure | Who | When |
|---|---|---|---|
| *Assessment Guidelines and Strategies Workshop*<br>K 8 teachers<br>Researcher/collaborators | Workshop evaluation<br>Follow up survey of participants<br>Products/Activities:<br>•Teacher self evaluation and dialogue journals<br>•Summary of workshop proceedings | RISE/Center for Applied Linguistics<br>RISE<br>Center staff | At conclusion of workshop<br>Six months following workshop<br>Ongoing |
| *Annotated Assessment Bibliography Preparation*<br>Center consultants | Products/Activities:<br>•Development of annotated bibliography | Center staff | To be completed in 1995 |
| *Foreign Language Standards Assessment Workshop*<br>K 8 teachers<br>Researcher/collaborators | Workshop evaluation<br>Follow up survey of participants<br>Products/Activities:<br>•Summary of workshop proceedings<br>•Guidelines/sample assessment strategies<br>•Student outcomes for grades 4 and 8 | RISE/Center for Applied Linguistics<br>RISE<br>Center staff | At conclusion of workshop<br>Six months following workshop<br>Ongoing |
| *Foreign Language Assessment Guidelines Preparation*<br>Center consultants | Products/Activities:<br>•Development of guidelines<br>•Reports of results of pilot testing<br>•Publication/dissemination of guidelines<br>•Presentations by project staff | Center staff | To be completed in 1996 |

## Summary of the Evaluation Plan for Initiative 3: Training Teachers in the Use of New Technologies

| Goal | Outcome | Benefits | Formative | Summative |
|---|---|---|---|---|
| *New Technologies in the Foreign Language Classroom Institute* | Develop the ability of K-12 teachers to use telecommunications networks for communication and to access information;<br>Improve ability of K-12 teachers to successfully integrate new technologies into regular foreign language instruction;<br>Develop ability of K-12 teachers to use various telecommunications technologies as a pedagogical tool to enhance foreign language skills in reading, writing, and cultural understanding. | Develop a knowledge base and skill in use of new technologies, particularly telecommunications, among K-12 foreign language teachers;<br>Encourage effective use of new technologies in K-12 classrooms. | Needs assessment and corresponding evaluation of the institute;<br>Content related pre/post assessment;<br>Attitude about computers;<br>Content of E-mail transmissions. | Lesson plans and other materials developed as part of the institute;<br>International networks between participants and teachers in other countries;<br>Prototype unit of study in the target language with objectives and activities for international exchange. |
| *Interactive Multimedia Authoring Institute* | Develop ability of K-12 teachers to author interactive multimedia lessons using Hypercard with existing videodisks of CD-ROM (CD-I) in foreign languages. | Encourage students' reading and writing skills and cultural understandings through multi-media. | Needs assessment and corresponding evaluation of the institute;<br>Content related pre/post assessment;<br>Attitude about computers;<br>Results of participant ratings of existing software;<br>Preliminary Hypercard lesson. | Hypercard final projects;<br>Publications and presentations. |



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## Action Plan for Initiative 3:
## Training Teachers in the Use of New Technologies

| Activity/Participants | Measures | Who | When |
|---|---|---|---|
| *New Technologies in the Foreign Language Classroom Institute*<br>K-12 teachers | Needs assessment | RISE | Prior to institute |
| | Content related pre/post assessment | RISE | Prior to and at conclusion of institute |
| | Computer anxiety questionnaire | RISE | Prior to institute |
| | Institute evaluation | RISE | At conclusion of institute |
| | Follow-up survey of participants | RISE | Nine months following institute |
| | E-mail communications | Center staff | Ongoing |
| | Products/Activities: | Center staff | Ongoing |
| | •Establish networking project | | |
| | •Units | | |
| *Interactive Multimedia Authoring Institute*<br>K-12 teachers | Needs assessment | RISE | Prior to institute |
| | Content related pre/post assessment | RISE | Prior to and at conclusion of institute |
| | Computer anxiety questionnaire | RISE | Prior to institute |
| | Institute evaluation | RISE | At conclusion of institute |
| | Follow-up survey of participants | RISE | Nine months following institute |
| | E-mail communications | Center staff | Ongoing |
| | Products/Activities: | Center staff | Ongoing |
| | •Results of participant ratings of software | | |
| | •Hypercard lesson | | |
| | •Presentations to others | | |

## Appendix B

## Evaluation Instruments

## Needs Assessment for the Teacher Educator Partnership Institute

Please use the following categories to indicate the level of previous experience you have had with the topics to be covered in this institute. Place a "*" to the left of those topics you think should receive special emphasis during the institute.

1. This will be basically new information, OR a thorough review would be welcome.
2. I have some experience with the topic but do not feel entirely competent in the area.
3. I have considerable experience with this topic and feel well informed.
4. I could assist in presentation of this topic by providing information and examples.

| Topics to be covered in the institute | New information | Some experience | Considerable experience | Provide assistance |
|---|---|---|---|---|
| History and rationale for elementary and school foreign language programs | | | | |
| Program models | | | | |
| Emphasis on FLES and Immersion | | | | |
| Program planning | | | | |
| Program evaluation | | | | |
| Articulation | | | | |
| Second language acquisition | | | | |
| Child development | | | | |
| Piaget | | | | |
| Kieran Egan | | | | |
| Information-processing perspectives | | | | |
| Developing language skills for communication | | | | |
| Listening | | | | |
| Speaking | | | | |
| Reading | | | | |
| Writing | | | | |
| Interactive writing: Dialogue journals | | | | |
| Integrating with the elementary school curriculum/subject content instruction | | | | |
| Teaching culture and global education | | | | |
| Principles and processes for curriculum development | | | | |
| Issues and strategies in assessment and grading | | | | |
| Uses of technology for teachers and students | | | | |
| Specific strategies for the classroom | | | | |
| Activities and games | | | | |
| Use of music and songs | | | | |
| Rhymes and chants | | | | |
| Using community resources | | | | |
| Classroom organization | | | | |
| Partner and small group work | | | | |
| Learning centers | | | | |
| Program publicity and public relations | | | | |
| Working with parents and parent groups | | | | |
| Working with administrators, classroom teachers, and other subject specialists | | | | |

**National K-12 Foreign Language Center**
**Teacher Educator Partnership Institute**
**Evaluation**

Your name _____
(This is for organizational purposes only. Your name will remain confidential.)

To assess the impact of the institute, we are interested in comparing perceptions of your understanding of the topic areas before and after the institute. Please use the following categories to indicate the extent to which you understood the information covered in the institute before and after your participation. Place a check in the box that corresponds to your perception. (Imply the past tense of these categories when completing the "Before" portion of the form.)

*1 = No understanding*
*2 = Understand basic concepts and techniques*
*3 = Understand basic concepts and techniques and feel comfortable experimenting with their application*
*4 = Am quite comfortable with applying the concepts and techniques presented*
*5 = Topic not covered in the institute ("After" portion only)*

| Before | | | | | After | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Topics | 1 | 2 | 3 | 4 | 5 |
| | | | | History and rationale for elementary and school foreign language programs | | | | | |
| | | | | Program models: Emphasis on FLES and Immersion | | | | | |
| | | | | Program planning | | | | | |
| | | | | Program evaluation | | | | | |
| | | | | Articulation | | | | | |
| | | | | Second language acquisition | | | | | |
| | | | | Child development theories (i.e., Piaget, Kieran Egan, information-processing perspectives) | | | | | |
| | | | | Developing language skills for communication | | | | | |
| | | | | Listening | | | | | |
| | | | | Speaking | | | | | |
| | | | | Reading | | | | | |
| | | | | Writing | | | | | |
| | | | | Interactive writing: Dialogue journals | | | | | |
| | | | | Integrating with the elementary school curriculum/subject content instruction | | | | | |
| | | | | Teaching culture and global education | | | | | |
| | | | | Principles and processes for curriculum development | | | | | |
| | | | | Issues and strategies in assessment and grading | | | | | |
| | | | | Uses of technology for teachers and students | | | | | |

**OVER**

*1 = No understanding*
*2 = Understand basic concepts and techniques*
*3 = Understand basic concepts and techniques and feel comfortable experimenting with their application*
*4 = Am quite comfortable with applying the concepts and techniques presented*
*5 = Topic not covered in the institute ("After" portion only)*

**Before** **After**

| 1 | 2 | 3 | 4 | Topics | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Specific strategies for the classroom | | | | | |
| | | | | Activities and games | | | | | |
| | | | | Use of music and songs | | | | | |
| | | | | Rhymes and chants | | | | | |
| | | | | Using community resources | | | | | |
| | | | | Classroom organization | | | | | |
| | | | | Partner and small group work | | | | | |
| | | | | Learning centers | | | | | |
| | | | | Program publicity and public relations | | | | | |
| | | | | Working with parents and parent groups | | | | | |
| | | | | Working with administrators, classroom teachers, and other subject specialists | | | | | |

**National K-12 Foreign Language Center**
**Teacher Educator Partnership Institute**
**Evaluation**

Please use the following 5 point scale to evaluate the Institute. Place a check in the box that corresponds to your rating.

*1 = Poor* *2 = Below Average* *3 = Average* *4 = Above Average* *5 = Excellent*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Clarity of Institute objectives | | | | | |
| 2. Organization of the Institute | | | | | |
| 3. Effective use of time | | | | | |
| 4. Applicability of information | | | | | |
| 5. Electronic mail training | | | | | |
| 6. Technology information | | | | | |
| 7. Effectiveness of the Institute leader(s) | | | | | |
| 8. Overall rating of the Institute | | | | | |

**Please indicate which aspects of the Institute were most useful to you and explain why.**

**OVER**



June 27, 1994

**Please provide suggestions for improving the Institute.**

**Other comments.**

**Thank you for your feedback.**



June 27, 1994

National K-12 Foreign Language Center
Curriculum Institute
Evaluation

We are interested in your opinions about the Curriculum Institute. Would you please answer the questions below and on the back of this page? Your responses are anonymous. Please complete the survey and return it to the person who distributed it to you. Thank you for your help!

1. What did you like best about the Institute?

2. What would have made the Institute more useful?

**OVER**



August 10, 1994

3. What do you perceive as the major outcomes of the Institute?

4. What steps should the Center take with regard to foreign language curriculum?

**National K-12 Foreign Language Center**
**Curriculum Institute**
**Evaluation**

Please use the following 5 point scale to evaluate the Institute. Place a check in the box that corresponds to your rating.

*1 = Poor* *2 = Below Average* *3 = Average* *4 = Above Average* *5 = Excellent*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Clarity of Institute objectives | | | | | |
| 2. Organization of the Institute | | | | | |
| 3. Effective use of the group process used in the Institute | | | | | |
| 4. Effective use of time | | | | | |
| 5. Applicability of information | | | | | |
| 6. Applicability of the readings | | | | | |
| 7. Usefulness of the curriculum resources provided | | | | | |
| 8. Electronic mail training | | | | | |
| 9. Effectiveness of the Institute leader(s) | | | | | |
| 10. Overall rating of the Institute | | | | | |

## Needs Assessment for the New Technologies Institute

Please use the following categories to indicate the level of previous experience you have had with the topics to be covered in this institute. Place a * to the left of those topics you think should receive special emphasis during the institute.

1. This will be basically new information, OR a thorough review would be welcome.
2. I have some experience with the topic but do not feel entirely competent in the area.
3. I have considerable experience with this topic and feel well informed.
4. I could assist in presentation of this topic by providing information and examples.

| Topics to Be Covered in the Institute | New Information | Some Experience | Considerable Experience | Provide Assistance |
|---|---|---|---|---|
| Computer Assisted Instruction | | | | |
| | | | | |
| Knowledge and Use of Foreign Language Software | | | | |
| Selection of appropriate software | | | | |
| | | | | |
| Satellite Programs | | | | |
| | | | | |
| Distance Learning Courses | | | | |
| | | | | |
| Multimedia Platforms | | | | |
| | | | | |
| Telecommunications | | | | |
| Local and wide area networks | | | | |
| Hardware and software | | | | |
| How to send and receive e-mail | | | | |
| Teleconferencing | | | | |
| FTP | | | | |
| | | | | |
| Commercial Wide Area Networks Available | | | | |
| America online | | | | |
| Internet access services | | | | |
| Minitel | | | | |
| | | | | |
| Internet Areas of Interest | | | | |
| Gopher | | | | |
| World Wide Web | | | | |
| Bulletin boards | | | | |
| Newsgroups | | | | |
| Listservs | | | | |
| | | | | |
| Educational Use of E-mail | | | | |
| | | | | |
| Planning Telecommunications Lessons | | | | |
| | | | | |
| Setting Up Sister Schools Networking Connections | | | | |

Describe to what extent and how you currently use technology in instruction in your classroom.

Describe to what extent and how you use technology for personal use (e-mail, word processing, etc.)

What are your main goals for learning in this workshop?

**National K-12 Foreign Language Center**
**New Technologies Institute**
**Evaluation**

Your name _____
(This is for organizational purposes only. Your name will remain confidential.)

To assess the impact of the institute, we are interested in comparing perceptions of your understanding of the topic areas before and after the institute. Please use the following categories to indicate the extent to which you understood the information covered in the institute before and after your participation. Place a check in the box that corresponds to your perception. (Imply the past tense of these categories when completing the "Before" portion of the form.)

*1 = No understanding*
*2 = Understand basic concepts and techniques*
*3 = Understand basic concepts and techniques and feel comfortable experimenting with their application*
*4 = Am quite comfortable with applying the concepts and techniques presented*
*NA = Not applicable. This topic was not covered in the institute.*

| Before | | | | | After | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Topics | 1 | 2 | 3 | 4 | NA |
| | | | | Computer Assisted Instruction | | | | | |
| | | | | Knowledge and Use of Foreign Language Software | | | | | |
| | | | | Selection of appropriate software | | | | | |
| | | | | Satellite Programs | | | | | |
| | | | | Distance Learning Courses | | | | | |
| | | | | Multimedia Platforms | | | | | |
| | | | | Telecommunications | | | | | |
| | | | | Local and wide area networks | | | | | |
| | | | | Hardware and software | | | | | |
| | | | | How to send and receive e-mail | | | | | |
| | | | | Teleconferencing | | | | | |
| | | | | FTP | | | | | |
| | | | | Commercial Wide Area Networks Available | | | | | |
| | | | | America online | | | | | |
| | | | | Internet access services | | | | | |
| | | | | Minitel | | | | | |
| | | | | Internet Areas of Interest | | | | | |
| | | | | Gopher | | | | | |
| | | | | World Wide Web | | | | | |
| | | | | Bulletin boards | | | | | |
| | | | | Newsgroups | | | | | |
| | | | | Listservs | | | | | |
| | | | | Educational Use of E-mail | | | | | |
| | | | | Planning Telecommunications Lessons | | | | | |
| | | | | Setting Up Sister Schools Networking Connections | | | | | |

**National K-12 Foreign Language Center**
**New Technologies Institute**
**Evaluation**

Please use the following 5 point scale to evaluate the Institute. Place a check in the box that corresponds to your rating.

*1 = Poor* *2 = Below Average* *3 = Average* *4 = Above Average* *5 = Excellent*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Clarity of Institute objectives | | | | | |
| 2. Organization of the Institute | | | | | |
| 3. Effective use of time | | | | | |
| 4. Applicability of information | | | | | |
| 5. Information on setting up sister schools networking connections | | | | | |
| 6. Information on educational uses of Email | | | | | |
| 7. Information on foreign language software | | | | | |
| 8. Effectiveness of the Institute leader(s) | | | | | |
| 9. Overall rating of the Institute | | | | | |

**Please indicate which aspects of the Institute were most useful to you and explain why.**

**OVER**

**Please provide suggestions for improving the Institute.**

**Other comments about the Institute.**

**Thank you for your feedback.**

August 10, 1994

## Needs Assessment for the Interactive Multimedia Authoring Institute

Please use the following categories to indicate the level of previous experience you have had with the topics to be covered in this institute. In the column "Program Names or Name/Brand," write in the appropriate names of software or hardware. Place a * to the left of those topics you think should receive special emphasis during the institute.

1. This will be basically new information, OR a thorough review would be welcome.
2. I have some experience with the topic but do not feel entirely competent in the area.
3. I have considerable experience with this topic and feel well informed.
4. I could assist in presentation of this topic by providing information and examples.

| **Topics to Be Covered in the Institute** | | New Information | Some Experience | Considerabl e Experience | Provide Assistance |
|---|---|---|---|---|---|
| **General Computer Software** | **Program Names** | | | | |
| *Working knowledge of:* | | | | | |
| Macintosh word processing program | | | | | |
| Database/spreadsheet software program | | | | | |
| Graphics or paint program | | | | | |
| Telecommunication software and use of e-mail | | | | | |
| DOS/Windows (IBM compatibles) | | | | | |
| | | | | | |
| **Foreign Language Specific Software** | **Program Names** | | | | |
| *Knowledge and use of general foreign language software:* | | | | | |
| Drill and practice | | | | | |
| Tutorial | | | | | |
| Games | | | | | |
| Simulations | | | | | |
| Word processing | | | | | |
| *Knowledge/use of multimedia foreign language programs:* | | | | | |
| Videodisc (level 1 and 2) | | | | | |
| Videodisc with software | | | | | |
| CD-ROM programs | | | | | |
| Existing hypercard stacks | | | | | |
| | | | | | |
| **Computer-based Hardware Experience** | **Name/ Brand:** | | | | |
| *Working knowledge of IBM or compatible PC* | | | | | |
| Knowledge/use of modem | | | | | |
| Knowledge/use of scanner equipment | | | | | |
| Knowledge/use of digital camera equipment | | | | | |
| Knowledge/use of videodisc player | | | | | |
| Knowledge/use of CD-ROM/photo-CD player | | | | | |

| Topics to be Covered in the Institute (con't) | | New Information | Some Experience | Considerable Experience | Provide Assistance |
|---|---|---|---|---|---|
| **Multimedia Background** | **Program Name** | | | | |
| *Working knowledge of:* | | | | | |
| *HyperCard* | | | | | |
| Other authoring tool program for multimedia production (e.g. *Director 4.0*) | | | | | |
| *Quicktime* or other video-editing program (e.g. *VideoSpigot, VideoFusion*) | | | | | |
| Sound production software | | | | | |

Describe to what extent you currently use technology in instruction.

List several specific goals you hope to achieve during this workshop.

**National K-12 Foreign Language Center**
**Interactive Multimedia Authoring Institute**
**Evaluation**

Your name _____
(This is for organizational purposes only. Your name will remain confidential.)

To assess the impact of the institute, we are interested in comparing perceptions of your understanding of the topic areas before and after the institute. Please use the following categories to indicate the extent to which you understood the information covered in the institute before and after your participation. Place a check in the box that corresponds to your perception. (Imply the past tense of these categories when completing the "Before" portion of the form.)

*1 = No understanding*
*2 = Understand basic concepts and techniques*
*3 = Understand basic concepts and techniques and feel comfortable experimenting with their application*
*4 = Am quite comfortable with applying the concepts and techniques presented*
*NA = Not applicable. This topic was not covered in the institute.*

| Before | | | | | After | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | Topics | 1 | 2 | 3 | 4 | NA |
| | | | | **General Computer Software** | | | | | |
| | | | | Macintosh word processing program | | | | | |
| | | | | Database/spreadsheet software program | | | | | |
| | | | | Graphics or paint program | | | | | |
| | | | | Telecommunication software and use of E-mail | | | | | |
| | | | | DOS/Windows (IBM compatibles) | | | | | |
| | | | | **Foreign Language Specific Software** | | | | | |
| | | | | Drill and practice | | | | | |
| | | | | Tutorial | | | | | |
| | | | | Games | | | | | |
| | | | | Simulations | | | | | |
| | | | | Word processing | | | | | |
| | | | | **Foreign Language Multimedia Programs** | | | | | |
| | | | | Videodisc (level 1 and 2) | | | | | |
| | | | | Videodisc with software | | | | | |
| | | | | CD-ROM programs | | | | | |
| | | | | Existing hypercard stacks | | | | | |
| | | | | **Computer-based Hardware Experience** | | | | | |
| | | | | Knowledge/use of modem | | | | | |
| | | | | Knowledge/use of scanner equipment | | | | | |
| | | | | Knowledge/use of digital camera equipment | | | | | |
| | | | | Knowledge/use of videodisc player | | | | | |
| | | | | Knowledge/use of CD-ROM/ photo-CD player | | | | | |
| | | | | **Multimedia Background** | | | | | |
| | | | | Hypercard | | | | | |
| | | | | Other authoring tools for multimedia production | | | | | |
| | | | | Quicktime or other video-editing programs | | | | | |
| | | | | Sound production software | | | | | |

August 17, 1994

**National K-12 Foreign Language Center**
**Interactive Multimedia Authoring Institute**
**Evaluation**

Please use the following 5 point scale to evaluate the Institute. Place a check in the box that corresponds to your rating.

*1 = Poor* *2 = Below Average* *3 = Average* *4 = Above Average* *5 = Excellent*

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Clarity of Institute objectives | | | | | |
| 2. Organization of the Institute | | | | | |
| 3. Effective use of time | | | | | |
| 4. Applicability of information | | | | | |
| 5. Electronic Mail Training | | | | | |
| 6. Effectiveness of the Institute leader(s) | | | | | |
| 7. Overall rating of the Institute | | | | | |

**Please indicate which aspects of the Institute were most useful to you and explain why.**

**OVER**

**Please provide suggestions for improving the Institute.**

**Other comments about the Institute.**

**Thank you for your feedback.**

**Follow-up Survey of National K-12 Foreign Language Center Institute Participants**

We know you are busy, but we need your help in improving the activities of the National K-12 Foreign Language Center! As you may know, the Research Institute for Studies in Education (RISE) is completing the evaluation of Center activities for this year. Earlier this month, we emailed this survey to you, but we haven't received your responses yet. Would you please access your email to complete the survey and email it back to moran@iastate.edu by May 29?

If you need help replying to the email version of the survey, please call (515-294-7009) or fax (515-294-9284). If you prefer to respond by paper, please complete this paper version of the survey and mail in the enclosed pre-paid envelope or fax by **May 29**.

**********

Which institute did you attend?

[] Teacher Educator Partnership
[] Curriculum
[] New Technologies in the Foreign Language Classroom
[] Interactive Multimedia Authoring

1. The amount of communication I have with staff at the Foreign Language Center is

   too little [] about right [] too much []

2. The amount of communication I have with Leader(s) of the Institute I attended is

   too little [] about right [] too much []

3. The amount of communication I have with other participants is

   too little [] about right [] too much []

Indicate your level of agreement with the following statements (questions 4-13). Use the scale below.

6= strongly agree
5= agree
4= somewhat agree
3= somewhat disagree
2= disagree
1= strongly disagree

If you answer 1, 2, or 3 (some level of disagreement) for any of these questions, please use the final question of the survey to elaborate.

| | | |
|---|---|---|
| 4. | My communication with Center staff was useful. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |
| 5. | My communication with Institute Leader(s) was useful. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |
| 6. | My communication with other participants was useful. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |
| 7. | The Center has been a valuable source of materials and information throughout the school year. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |
| 8. | Institute leader(s) have been supportive of my teaching efforts throughout the school year. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |
| 9. | Center staff has been supportive of my project throughout the school year. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |
| 10. | Institute leaders have been supportive of my project throughout the school year. | 1 2 3 4 5 6<br>[] [] [] [] [] [] |

11. The skills and information I gained from the institute have been useful to me professionally.

1 2 3 4 5 6
[] [] [] [] [] []

12. My institute project has been useful to me professionally.

1 2 3 4 5 6
[] [] [] [] [] []

13. How have you changed your teaching as a result of this past year's experience with the National K-12 Foreign Language Center? Be specific.

Many of you have given formal presentations, demonstrations, and workshops relating to the institute you attended. The following questions ask you to describe those activities.

14a. How many presentations, demonstrations, and workshops have you given since the institute?

14b. Approximately how many people attended?

14c. Please describe the topics of your presentations.

14d. Describe the audiences and/or organizations presented to.

15. How have you informally shared information gained from the institute with colleagues, administrators, students, and the community?

16. Comments

Thank you for taking the time to respond. If you have any questions or comments regarding this survey, contact the Research Institute for Studies in Education. Your answers will help improve Center activities.

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National K-12 Foreign Language Resource Center

# Evaluation Report

## Executive Summary

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Under the Direction of
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August 1995

Research Institute for Studies in Education

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# National K-12 Foreign Language Resource Center

## Evaluation Report Executive Summary

The National K-12 Foreign Language Resource Center, one of six centers funded by the U.S. Department of Education, was established at Iowa State University (ISU), Ames, Iowa to support K-12 foreign language education nationally. Initiatives of the Center focus on professional development of elementary and secondary school foreign language teachers, with particular emphasis on activities related to the national standards for elementary and secondary school foreign language. These initiatives and related activities during the first 16 months included four summer institutes at Iowa State, a two-day workshop at the Center for Applied Linguistics (CAL) in Washington, D.C., and development of an annotated assessment bibliography.

### Center Initiatives and Key Activities

**Initiative I: Use of Effective Teaching Strategies**
- Teacher Educator Partnership Institute
- Curriculum Institute

**Initiative II: Administration and Interpretation of Foreign Language Performance Assessment**
- Assessment Guidelines and Strategies Workshop
- Annotated Assessment Bibliography Preparation

**Initiative III: Use of New Technologies**
- New Technologies Institute
- Interactive Multimedia Authoring Institute

Evaluation of the Center and its activities was conducted by the Research Institute for Studies in Education (RISE) at ISU. The major findings of the evaluation are presented in this executive summary. (The complete report is available from the Center.) Descriptions of each of the institutes and the workshop is followed by a description of follow-up projects, the assessment bibliography, on-going Center support, and a summary.

### Teacher Educator Partnership Institute

The Teacher Educator Partnership Institute was designed to provide a professional development opportunity in effective teaching strategies for foreign language teacher educators who serve as methods professors at institutions of higher education. Special consideration was given to providing training and classroom experiences at the K-6 level because most teacher educators do not have direct experience at those levels. Nine teacher educators and 13 elementary school foreign language teachers attended the Teacher Educator Partnership Institute. The teacher practitioners had an average of 8 years of experience teaching Spanish, French, Japanese, and/or Latin in grades K-6. The teacher educators taught post-secondary Spanish and/or Japanese.

In general, participants believed that they had a better understanding of all of the topics following the Institute. Evaluation ratings indicate that participants were positive about the Institute, citing opportunities to interact with Institute leaders and other participants as one of the most useful aspects of the Institute. Many also mentioned the benefit of gaining a better perspective of current practice in foreign language education and the value of leaders modeling teaching methods discussed during the Institute.

### Curriculum Institute

The purpose of the Curriculum Institute was to engage experienced and practicing foreign language educators in the critical analysis of traditional curricula for foreign languages and to develop new strategies and frameworks for the emerging long sequences of language study. Participants were 24 K-12 teachers, many of whom hold district level positions such as director or chair of the foreign language department. They had an average of 18 years of experience teaching Spanish, French, Chinese, and/or Russian.

At the conclusion of the Institute, most participants stressed the importance of disseminating the information that had been put together. Many suggested strategies for this, such as

publishing the materials and having the participants distribute the information in the states in their areas. Many also expressed their appreciation for the training and experience and their commitment to sharing their experiences with others. As one participant stated, "The opportunity to interact with educators from across the country . . . has been exciting and motivating. We need more opportunities like this one to share, to learn, to network." Others commented on the quality of the Institute's facilitators, citing their knowledge, skill, organization, and flexibility.

**"The Institute gave me the push needed to . . . become an avid computer user and advocate of use of technology in the classroom." ". . . thanks to the New Technologies Institute and the NFLRC . . . I am so far one of the few teachers [in my district] with really practical training and some level of skill on the Internet." "[As a result of the Institute] my principal and the district technology coordinator view me as a major contributor to integrating technology into my school's curriculum. They respect my work, use it as models for other curriculum areas, and solicit advice and ideas from me. I am co-chair of the Standards Framework Writing Committee for foreign language in my state. This responsibility resulted from my project."**

## New Technologies Institute

The New Technologies Institute was designed to introduce participants to the benefits of using newly developed technologies in foreign language education. Participants examined recent developments in the application of new technologies, previewed exemplary foreign language courseware, implemented use of telecommunications networks, developed telenetworking lessons, and gained expertise in the use of electronic mail, forums, and bulletin boards. A total of 20 elementary and secondary school teachers attended the New Technologies Institute. The participants taught French, Spanish, German, Japanese, and/or Romanian and had an average of 18 years of experience.

Participants showed significant improvements in all topics covered by the New Technologies Institute. They reported that the most useful aspects of the Institute included learning to effectively use e-mail and the Internet, the hands-on format of instruction, the opportunity to meet and exchange ideas with other teachers, the textbook, and the exposure to varied software.

## Interactive Multimedia Authoring Institute

The Interactive Multimedia Authoring Institute was designed to introduce participants to the benefits of using multimedia in foreign language education. Participants examined exemplary multimedia hardware and software, authored a HyperStudio stack, and prepared a HyperStudio lesson linked to CD ROM, videodisk, and/or motion video. The 20 participants taught elementary and secondary school Spanish, French, German, Japanese, Russian, and/or Chinese. Their average K-12 teaching experience was 11 years.

Participants showed significant improvements in all topics related to foreign language multimedia programs. They indicated that the most valuable aspects of the Institute included e-mail training, learning to use authoring software, and the emphasis on hands-on activities. Participants appreciated the helpfulness of Institute staff and the opportunity to meet and exchange ideas with other foreign language teachers.

## Assessment Guidelines and Strategies Workshop

The Assessment Guidelines and Strategies Workshop, co-sponsored by the Center for Applied Linguistics, was designed to find out from K-8 classroom foreign language teachers how they currently use assessment, how they view assessment, and what can be expected of teachers in the classroom related to assessment. Twelve teachers worked in collaboration with eight researchers to begin development of an assessment framework based on the American Council on the Teaching of Foreign Language's (ACTFL) national K-12 standards.

Participants felt that the most useful aspects of the workshop included sharing, discussing, interacting, and networking with other teachers and learning what they are doing in their programs. Portfolios, rubrics, journals, report card formats, and self-assessments were mentioned frequently as assessment strategies that respondents learned about and thought could be used in their own classrooms.

**"I have had my students develop HyperStudio stacks in our new six-station multimedia lab. We have recently had an e-mail exchange with a French class in Russia (facilitated by one of last summer's participants) and are now exchanging messages with a class in Oregon."**

## Follow-up Projects

Summer institute participants implemented ideas and strategies from the institutes by working together in small groups on follow-up projects. The projects gave participants a practical opportunity to implement what they had learned. The Center is making the results of selected projects available to the profession by publishing summaries in the Center newsletter, publishing complete reports through ERIC, submitting articles to professional journals, and developing a World Wide Web page on the Internet.

Examples of projects include examining K-6 teacher certification and implementation of the national standards, preparation of thematic units, effective articulation strategies across levels of instruction, use and application of computer mediated communication in the foreign language classroom, exploration of the Internet for the novice.

## Annotated Assessment Bibliography Preparation

In collaboration with CAL, center staff have prepared an annotated bibliography of assessment instruments. Published and made available through the ERIC system, the bibliography contains standardized instruments and authentic tools such as oral assessment inventories, language portfolios, and student-teacher conferencing forms. In addition to each instrument, information on the target audience, appropriateness of the test, age level/grade level, and a point of contact were included. Selected bibliographies of recent articles, books and documents on assessment, and commercially available tests were provided. All tests were cross-referenced by skill area and purpose.

## On-going Center Support

Overall, most of the respondents agreed that communication with Center staff, institute leaders, and other participants throughout the project period was useful and about the right amount. In addition, the majority agreed that the Center has been a valuable source of materials and information. Respondents also generally agreed that the skills and information gained from the institutes have been useful, and that their project has been useful.

A key component of each project was the use of e-mail for communication between and among institute staff and teachers. All of the participants attending each of the four summer institutes learned how to exchange e-mail, resulting in a substantial increase in the number of e-mail accounts and in the volume of e-mail communication.

## Summary

The first 16 months of activities at the National K-12 Foreign Language Resource Center were positive and successful. Specific activities included conducting four summer institutes with 86 foreign language educators from across the nation, involving 20 teachers and researchers in a collaborative effort with the Center for Applied Linguistics in researching assessment practices and techniques in foreign language classrooms, continuing post-institute and post-workshop contact with participants through their collaborative projects, completing an extensive annotated bibliography of foreign language assessment instruments, and training and encouraging foreign language teachers to use e-mail as a viable, important, and effective communication tool. The goals of training teachers in the use of effective teaching strategies, development and interpretation of foreign language assessments, and the use of new technologies and their related objectives were met.

**As one participant stated, "Thank you for this opportunity. I am learning so much that will be immediately applicable at home. It was so nice to be treated like a valuable, intelligent individual. This was wonderful!"**

RISE

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